DOCUMENT RESUME

ED 217 089 UD 022 158

TITLE United States Catholic Elementary and Secondary Schools, 1981-1982. A Statistical Report on Schools, Enrollment, Staffing, and Finances.

INSTITUTION National Catholic Educational Association, Washington, D.C.

PUB DATE Feb 82

NOTE 67p.

AVAILABLE FROM National Catholic Educational Association, 1 Dupont Circle, Suite 350, Washington, DC 20036 ($7.95).

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Catholic Schools; Declining Enrollment; *Educational Finance; Elementary Secondary Education; *Enrollment Trends; Minority Groups; *School Demography; School Personnel; Student Teacher Ratio

ABSTRACT

This report provides 1981-82 statistical information on Catholic elementary and secondary schools in the United States and discusses the significance and implications of some data. The data include national population, birth rate, and age trends; enrollment trends in public and private schools; enrollment trends in Catholic schools by type of school, regional location, and ethnic composition; pupil-teacher ratios; staff employed in Catholic schools; and operating expenses and other financial data on Catholic schools. A summary of the report's highlights suggests that: 1) the total number of public and private elementary and secondary school pupils continues to decline; 2) private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's; 3) Catholic school enrollments constitute a smaller sector of private education today than they did in the 1960's, although the 1981-82 enrollment decline in Catholic schools is the smallest since the 1960's; 4) the percentage of minority students in Catholic schools continues to increase; and 5) Catholic school faculty increased in 1981-82, but the pupil-teacher ratio declined. (Author/MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED217089

UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1981-1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Phyllis Kokus
NCEA
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

UD022 158

Frank H. Bredeweg, C.S.B.
DATA BANK CONSULTANT
NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

2

© 1982 National Catholic Educational Association
Suite 350, One Dupont Circle
Washington, DC 20036
(202) 293-5954

INTRODUCTION

Since the 1969-1970 academic year, the National Catholic Educational Association (NCEA) has published a statistical report on Catholic elementary and secondary education in the United States on an annual basis. Extensive data on these schools and other nonpublic schools did not exist prior to that time and was badly needed to understand this very significant educational sector, to discuss potential forms of federal and state aid, and to encourage improved local management. With the assistance of the Carnegie Corporation of New York and the former United States Office of Education, a broad data base on Catholic schools was established and remains available in the NCEA's annual publications through 1974-1975.

Beginning in 1975, the NCEA and the Curriculum Information Center, Inc., published jointly a report and directory of Catholic schools. This publication is now produced with the cooperation of Fisher Publishing Company of Englewood, Colorado, and Market Data Retrieval of Westport, Connecticut.

With this 1981-1982 publication, a new step is taken. In the recent past, the usual biannual analysis of elementary and secondary school financial data were published in two distinct documents. They often required cumbersome cross-referencing and unnecessary repetition of data. This year a comprehensive publication with school, enrollment, staffing, and financial data is being produced. As in the past, where similar information is available, comparisons are made with other nonpublic schools as well as the larger public sector.

Information for this as well as the previous reports is gathered from the 163 diocesan offices, often with the assistance of the local state Catholic conference. To these administrators and their efficient staffs, all owe a debt of thanks.

Gratitude must also be expressed to the staff at Fisher Publishing Company and Market Data Retrieval for their editorial assistance. Leigh Ann Matthews and Ellen Goldstein of the NCEA staff also assisted in various parts of this project.

Finally, a special thank you to Father Frank Bredeweg for his analysis of this year's data and for his comprehensive and painstaking reporting for the NCEA Data Bank.

Interested parties who want to further analyze Catholic elementary and secondary school, enrollment, and staffing trends since 1969-1970, should write to the NCEA Data Bank Director for information on the computer tape.

Bruno V. Manno, Ph.D.
Director, Research, Data Bank, and
In-Service Programs
National Catholic Educational Association

February, 1982

TABLE OF CONTENTS

	PAGE
HIGHLIGHTS	1
CHAPTER I, SCHOOLS AND ENROLLMENT	2
Age Trends, Population and Births	3
Enrollment Trends, Public and Private	4
Comparison of Public and Private Enrollments	5
Private Education, Religious Affiliations	6
Catholic Elementary and Secondary Schools	7
Analysis of School Types and Locations	9
Catholic Elementary and Secondary Enrollments	11
Key States and Dioceses, Characteristics	13
Ethnic and Minority Enrollment	15
CHAPTER II, PROFESSIONAL STAFF	17
General Comments	17
Evaluation of Staff	19
Historical Background, Current Trends	20
CHAPTER III, ELEMENTARY SCHOOL FINANCES	21
National and Catholic School Trends	21
National Operating Expenses, Past Per Pupil Costs	23
Regional Per Pupil Costs, Tuition Ranges	25
Improved Financial Management	26
National Operating Revenues: Sources, Per Pupil	27
CHAPTER IV, HIGH SCHOOL FINANCES	29
General Comments	29
Study of Sample Schools, Emphasis upon Operations	30
National Trends, Private Secondary Sector	31
National Operating Expenses	33
Per Pupil Costs	34
National Operating Revenues, Revenue Patterns	35
Enrollment Sizes and Per Pupil Costs	37
Analysis of Operating Expenses	38
Ratio of Pupils to Professional Staff	39
Ten Financial "Commandment" Areas	40
Financial Management	41
Budgeting and Planning	42
Development and Fundraising Programs	43
The Need for a Shared-Revenue Package	44
APPENDIX	45
Financial Averages for Catholic High School Types	46-56
Questionnaire Used for High School Study	57-58
NCEA Diocesan Summary Report, 1981-82	59-60

STATISTICAL TABLES

PAGE

CHAPTER I

U.S. Population and Births, 1950 to 1979..... 3
Elementary and Secondary Enrollment, 1970 to 1988..... 4
Public and Private School Enrollment, 1955 to 1985..... 5
Private Education, by Religious Affiliation, 1965 and 1978. 6
Catholic Schools, 1977-78 to 1981-82..... 8
Percentage of Schools, by Region, 1976-77 and 1981-82..... 8
Types of Schools, 1968-69 to 1981-82..... 10
Location of Schools, 1968-69 to 1981-82..... 10
Enrollment Sizes, 1975-76 and 1980-81..... 10
Catholic School Enrollments, 1977-78 to 1981-82..... 12
Percentage of Enrollment, by Region, 1977-78 to 1981-82.... 12
Enrollment by Ten Largest States, 1980-81 and 1981-82..... 14
Enrollment by Twenty Largest Dioceses, 1980-81 and 1981-82. 14
Enrollment by Ethnic Background, 1970-71 to 1981-82..... 16
Percentage of Enrollment by Ethnic Background,
1970 and 1981..... 16

CHAPTER II

Full-Time Teaching Staff, 1977-78 to 1981-82..... 18
Percentage of Full-Time Teaching Staff, 1977-78 to 1981-82. 18

CHAPTER III

Elementary School Enrollment Trends, Public and Private.... 22
Private Elementary Enrollment Trends, by Affiliation..... 22
Estimated Per Pupil Costs and Total Operating Expenses,
by State, 1980-81..... 24
Elementary School Revenue, Millions of Dollars, 1980-81.... 28
Sources of Elementary Revenue, by Percentage, 1980-81..... 28
Per Pupil Revenue in Elementary Schools,
1973-74 to 1980-81..... 28

CHAPTER IV

High School Enrollments, Public and Private, 1970 to 1988.. 32
Private High School Enrollments, by Affiliation,
1965 to 1978..... 32
Per Pupil Costs, by Type of School, 1970-71 to 1980-81..... 34
Secondary School Revenue, Millions of Dollars, 1980-81..... 36
Sources of Secondary Revenue, by Percentage, 1980-81..... 36
Per Pupil Revenue in Secondary Schools, 1980-81..... 36
Per Pupil Costs, by Enrollment Size, 1978-79 and 1980-81... 37
Percentage of Operating Costs, 1980-81,
by High School Type..... 38
Pupils per Professional Staff Member, 1978-79 and 1980-81.. 39

APPENDIX

Financial Averages of Catholic High Schools:
Enrollment...Under 300 47-48
300-500 49-50
500-750 51-52
750-1000 53-54
Over 1000 55-56

HIGHLIGHTS

... the total number of elementary and secondary school pupils, public and private, continues the decline which began in 1970,

... current population statistics indicate that the number of births in the U.S. began to increase again in 1976, ending a decline which began in the early 1960's,

... private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's,

... Catholic school enrollments today constitute a far smaller sector of private education than they did at their high-point in the mid-1960's,

... in 1981-82, there are 7,996 Catholic elementary and 1,498 secondary schools, only 65 fewer than in 1980-81. This decline is the smallest since the 1960's,

... in 1981-82, enrollment in Catholic elementary and secondary schools declined about 12,000 pupils to 3,094,000. This decline (0.4%) is also the smallest since the 1960's,

... the percentage of minority students in Catholic schools continues to increase in 1981-82, approaching 19% of the total enrollment,

... the total 1981-82 full-time faculty in Catholic elementary and secondary schools increased 400 teachers to 146,200,

... the 1981-82 pupil/teacher ratio declined to 23.4/1 on the elementary level, and 16.8/1 on the secondary level,

... estimated total operating expenses in Catholic elementary schools reached about $1.5 billion in 1980-81. A national elementary school per pupil cost is estimated at $653, without Contributed Services,

... 1980-81 elementary school revenue, on a national basis, came from parish subsidies (50%), tuition (40%), and all other (10%). In 1981-82, about half of the elementary schools charge tuition of $400 or over, and half charge less,

... according to 160 selected Catholic high schools, the total operating expenses of the 1,516 schools in 1980-81 is estimated at $1.1 billion. The national per pupil cost in Catholic high schools is estimated at $1,347, although revenues and expenses vary with the type of school (private, diocesan, or parish).

CHAPTER I
SCHOOLS AND ENROLLMENT

The search for answers to basic questions continues. Is competition in education healthy and constructive? What are the appropriate relationships between public and private education? Do Catholic schools have a thorough understanding of their role as related to the total educational scene? Have private schools devised viable financial formulas for the future, or are they living on borrowed time? Does the private sector contain lessons for the public sector, and the converse?

One guiding principle is that neither public schools nor private schools constitute homogeneous groups. Schools and systems differ greatly within their own sector. Problems will resolve differently in one set of circumstances than in another, and developments in one community may not parallel developments in another. Another principle is that private schools are part of the American education tradition and are as strong as ever. More will be said in this regard.

Before discussing Catholic schools, it may be well to consider a few conditions which seem to be currently operative. For example, the age-trends of the country as a whole and the number of school-age children affect both public and private schools, now and in the future. Also, the proportion of private to public school students can be a significant factor. Within the private sector, the relationships of Catholic, other church-related, and schools not church-related are important to nonpublic education.

Accordingly, the next few pages hope to provide to an overview of these aspects as documented statistically in recent years, and as projected by the National Center for Education Statistics (NCES). Then, Catholic schools and enrollments will be discussed and analyzed.

Table No. I-1
U.S. Population and Births
1950 to 1979

	Population	Births	Birth Rate	Average Size of Family
1950	151,326,000	3,632,000	24.1	3.54
1955	165,100,000	4,097,000	25.0	3.59
1960	179,323,000	4,258,000	23.7	3.67
1965	194,300,000	3,760,000	19.4	3.70
1970	203,235,000	3,731,000	18.4	3.58
1975	213,051,000	3,144,000	14.8	3.42
1976	215,200,000	3,168,000	14.8	-
1977	216,400,000	3,327,000	15.4	-
1978	218,228,000	3,333,000	15.3	3.33
1979	219,810,000	3,473,000	15.8	3.31

Source: Statistical Abstract of the United States, 1980,
Department of Commerce, Bureau of Census

Current population statistics indicate that the number of births in the U.S. began to increase again in 1976, ending the declines which began in the early 1960's.

Current population trends are of importance to both public and private schools. According to the Bureau of the Census, the number of births is again increasing. Table I-1 shows that the birth rate (births per one thousand persons) has also risen slightly, but remains far below the level of the 1950's. Since the population is greater, even the lower birth rate has probably resulted in a 1970 level of total births by 1981.

The same reality can be viewed by age-brackets of the population. The following figures compare ranges of ages between 1970 and 1979:

	1970		1979	
Ages	Persons	%	Persons	%
Under 5	17,163,000	8.4	15,649,000	7.1
5-13	36,675,000	18.1	30,647,000	13.9
14-17	15,851,000	7.8	16,275,000	7.4
18-44	71,738,000	35.3	88,967,000	40.4
45-64	41,837,000	20.6	43,903,000	20.0
65 and over	19,971,000	9.8	24,658,000	11.2
United States ...	203,235,000	100.0	220,099,000	100.0

It is noteworthy that 88,957,000 (40.4%) of the 1979 population were of normal child-bearing age (18-44), a significant increase over the 1970 figures (71,738,000 or 35.3%). Elementary school-age children (5-13) decreased more than 6 million children from 1970 to 1979. In 1979, there were more secondary school-age children (14-17) than there were in 1970 (16,275,000 to 15,851,000), but the elementary trend has no doubt reduced this number today.

Table No. I-2
Elementary and Secondary Enrollment-Public and Private
1970 Projected thru 1988

	K-12	Elementary (K-8)		Secondary (9-12)	
	Index	Pupils	Index	Pupils	Index
1970...	100.0	36,686,000	100.0	14,632,000	100.0
1971...	99.8	36,088,000	98.4	15,116,000	103.3
1972...	99.0	35,569,000	97.0	15,216,000	104.0
1973...	98.2	34,999,000	95.4	15,380,000	105.1
1974...	97.7	34,584,000	94.3	15,532,000	106.2
1975...	97.2	34,174,000	93.2	15,704,000	107.4
1976...	96.4	33,768,000	92.1	15,727,000	107.5
1977...	94.8	32,951,000	89.8	15,720,000	107.4
1978...	92.9	32,061,000	87.4	15,628,000	106.8
1979...	90.8	31,376,000	85.5	15,245,000	104.2
1980...	89.2	30,974,000	84.4	14,797,000	101.1
1981...	87.5	30,614,000	83.5	14,298,000	97.7
1982...	85.8	30,217,000	82.4	13,808,000	94.4
1983...	85.3	30,273,000	82.5	13,495,000	92.2
1984...	85.0	30,208,000	82.3	13,422,000	91.7
1985...	85.3	30,257,000	82.5	13,496,000	92.2
1986...	85.9	30,675,000	83.6	13,402,000	91.6
1987...	86.7	31,369,000	85.5	13,103,000	89.6
1988...	87.5	32,223,000	87.8	12,667,000	86.6

Source: The Condition of Education, 1981 Edition, P. 16, NCES
Projections of Education Statistics to 1988-89, P. 17, NCES

Note: Enrollments from 1970 through 1978 are reported.
Enrollments from 1979 through 1988 are estimated.

Total public and private elementary school enrollment has consistently declined since 1970. High school enrollments fell below the 1970 level in 1981.

One of the factors affecting both public and private education in this country has been the decline in the number of school-age children. The nation's elementary enrollment began to decline in 1977. The 1970 year is used as a base year. Elementary enrollment in Fall 1980 was only 84.4% of 1970. Total elementary and secondary enrollment declined from 51.3 million pupils in 1970 to an estimated 45.8 million in 1980, a decrease of almost 11%.

The number of elementary school-age children (5-13) is projected to increase in 1985, because more adults will be of child-bearing age. The delcine in the number of secondary school-age children (14-17) will not end until the 1990's, when elementary trends affect it. Whether American elementary and secondary enrollments will return to the 1970 level cannot be determined at this time. Total enrollments have been declining about 2% per year since 1976.

Table No. I-3
Public and Private School Enrollments
1955 thru 1985

	Total Enrollment	Pupil Pupils	%	Private Pupils	%
1955.....	35,280,000	30,680,000	87.0	4,600,000	13.0
1960.....	42,181,000	36,281,000	86.0	5,900,000	14.0
1965.....	48,473,000	42,173,000	87.0	6,300,000	13.0
1970.....	51,309,000	45,909,000	89.5	5,400,000	10.5
1975.....	49,991,000	44,791,000	89.6	5,200,000	10.4
1980.....	46,094,000	41,094,000	89.1	5,000,000	10.9
1985.....	44,794,000	39,794,000	88.8	5,000,000	11.2

Source: Projections of Eduational Statistics to 1986-87, NCES, p. 16

Private schools today retain a significant percentage of elementary and secondary education, and represent a higher percentage of total enrollment in the 1980's than they did in the 1970's.

The role of private schools as the minority partner in American elementary and second education cannot be defined in the years ahead, but current statistics say that it will be an important one. Since the U.S. Supreme Court decisions of 1971 and 1973, which denied many states the right to legislate limited financial support for private elementary and secondary education, nonpublic schools have continued to perform, but with relatively little national attention. In 1980, however, private schools served a larger share of elementary and secondary pupils (10.9%) than they did in 1970 (10.5%). Furthermore, this percentage is expected to increase by 1985 (11.2%).

The National Center for Education Statistics defines nonpublic schools as schools which are privately controlled by a nonpublic entity and are financed from sources other than public taxation or public grants. Private education operates independently of public school districts and state departments of education, although established private schools generally observe most state requirements for purposes of accreditation and reputation.

Public and private education are made up of schools and systems which differ greatly within their own sector. Both public and private schools are affected by the location of the school, the economic level of the community, and by ethnic and cultural factors. Public schools differ according to the structure of the school district, i.e., elementary, middle, junior and senior high. Private schools differ according to the sponsorship, i.e., church-related or not. Particular areas may differ with national trends, e.g., some areas are growing in population and need new schools. In general, it is necessary to identify national trends and then apply them to local circumstances.

Table No. I-4
Private Education-by Religious Affilation
1965-66 and 1978-79

	1965-66		1978-79	
	Schools	Pupils	Schools	Pupils
Roman Catholic	13,484	5,481,300	9,849	3,269,800
Lutheran	1,457	188,500	1,485	217,400
7th Day Adventist	1,149	62,600	1,106	148,200
Baptist	145	25,200	858	204,100
Jewish	272	52,600	406	101,800
Episcopal	320	48,600	314	76,500
Methodist	46	5,600	60	11,200
Presbyterian	36	4,800	60	12,800
Friends	56	10,600	50	14,600
Other Church-Related	612	83,700	1,531	281,200
Total Church-Related	17,577	5,963,500	15,719	4,337,600
Not Church-Related	2,369	341,300	3,947	746,700
Total Private	19,946	6,304,800	19,666	5,084,300

Source: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, National Center for Education Statistics, p. 7

The Condition of Education, 1981 Edition, NCES, p. 66.

Catholic school enrollments today constitute a far smaller sector of private elementary and secondary education than they did at their high-point in the mid-1960's.

In 1965-66, Catholic school enrollments constituted about 87% of the private school sector. By 1978-79, this figure had fallen to 64%. While Catholic schools were undergoing re-evaluation and decline, other private schools were gradually increasing their enrollments. Catholic schools lost over two million students in that decade, but other church-related schools, as well as those not church-related, serve larger enrollments today than they did in the mid-1960's. Since Catholic schools are no longer declining as they were, the nonpublic sector should be more statistically significant in the future.

A comment is in order regarding the "other church-related" schools, and those which are "not church-related." Since these are schools which sometimes do not report to state agencies nor belong to national associations, it is impossible to know exactly how many exist. Great effort has been made to identify and include these schools statistically, but the figures given here should be viewed as the best estimate available. Federal efforts to collect data on non-public schools have been sporadic, but the National Center for Education Statistics recently gathered three consecutive years of private school data (1976-77 through 1978-79).

Number of Schools

In 1981-82, there were 47 fewer elementary and 18 fewer secondary Catholic schools than there were in the previous year. The declines in the number of schools since 1970-71 have been as follows:

	Elementary		Secondary		Total	
	Schools	%	Schools	%	Schools	%
1971-72	388	4.1	121	6.1	509	4.5
1972-73	216	2.4	69	3.7	285	2.6
1973-74	197	2.2	62	3.5	259	2.5
1974-75	132	1.5	38	2.2	170	1.7
1975-76	108	1.3	43	2.2	151	1.5
1976-77	59	0.7	30	1.8	89	1.1
1977-78	77	0.9	30	1.8	107	0.9
1978-79	45	0.6	29	1.8	74	0.8
1979-80	59	0.7	24	1.5	83	0.9
1980-81	57	0.7	24	1.5	81	0.8
1981-82	47	0.6	18	1.2	65	0.7

A six year period of dramatic closings and consolidations began in 1965-66 and reached its highpoint in 1971-72, when 509 schools closed. In the past six years, only 499 schools have closed, an average of 83 per year (26 fewer secondary schools and 57 fewer elementary schools annually). The total number of schools closed in the past year (65) is the smallest since the 1960's.

Most large scale reviews of diocesan school systems have been completed, and obvious closings or consolidations have been effected. Administrative and budget procedures have become more sophisticated. The drastic movement of people from city to suburbs has slowed, a significant factor since most Catholic schools were built in the cities. Finally, and most important of all, Catholic parents and students continue to enthusiastically support Catholic schools. Proponents of Catholic education have borne higher tuitions and more intensive fundraising efforts in order to retain schools.

Regional Trends

NCEA statistically divides the nation into six geographical regions. States comprising each region are listed on Page 11. It may be helpful to view what has happened to the percentage of schools in each region over the five-year period since 1976-77. As Table I-6 shows, four regions (Great Lakes, Plains, Southeast, West) show a slightly higher percentage of schools over that period. New England and the Mideast Region have a smaller percentage of the nation's Catholic schools.

In general, the regional variations are not significant. Each region seems to face similar problems and attitudes, probably applying similar options and solutions. It is noteworthy that about 55% of all Catholic schools are in the Mideast and Great Lakes regions.

Table No. I-5
Elementary and Secondary Schools - by Region
1977-78 thru 1981-82

Elementary	1977-78	1978-79	1979-80	1980-81	1981-82
New England	563	557	551	548	541
Mideast	2,441	2,421	2,394	2,361	2,316
Great Lakes	2,187	2,175	2,160	2,147	2,135
Plains	913	910	904	901	898
Southeast	858	855	853	848	861
West/Far West	1,242	1,241	1,238	1,238	1,245
United States	8,204	8,159	8,100	8,043	7,996
Secondary					
New England	139	135	133	129	120
Mideast	468	456	447	438	430
Great Lakes	347	336	331	327	322
Plains	176	176	172	169	169
Southeast	198	198	198	197	194
West/Far West	265	263	259	256	257
United States	1,593	1,564	1,540	1,516	1,498
All Schools					
New England	702	692	684	677	667
Mideast	2,909	2,877	2,841	2,799	2,746
Great Lakes	2,534	2,511	2,491	2,474	2,457
Plains	1,089	1,086	1,076	1,070	1,067
Southeast	1,056	1,053	1,051	1,045	1,055
West/Far West	1,507	1,504	1,497	1,494	1,502
United States	9,797	9,723	9,640	9,559	9,494

Table No. I-6
Percentage of Schools-by Region
1976-77 and 1981-82

	Elementary		Secondary		All Schools	
	1976-77	1981-82	1976-77	1981-82	1976-77	1981-82
New England	7.0%	6.8%	8.7%	8.4%	7.3%	7.0%
Mideast	29.8	29.0	29.4	28.7	29.7	28.9
Great Lakes	26.5	26.7	21.9	21.5	25.8	25.9
Plains	11.1	11.2	10.8	11.3	11.1	11.3
Southeast	10.5	10.8	12.5	12.9	10.8	11.1
West/Far West	15.1	15.5	16.7	17.2	15.3	15.8
United States	100.0	100.0	100.0	100.0	100.0	100.0

Types of Schools

Catholic schools can be classified according to ownership and administration. As Table I-7 shows, most elementary schools are single-parish schools. Secondary schools are administered and financed in several ways: by a single parish, by several parishes, by the diocese, by a particular religious community. The following summary of changes since the first year of such data (1968-1969) illustrates what has happened to the various school types:

	Elementary		Secondary	
	68-69	81-82	68-69	81-82
Single-Parish	94.2%	89.1%	26.3%	21.6%
Inter-Parish	2.0	5.7	10.9	10.4
Diocesan	.4	1.8	24.4	32.0
Private	3.4	3.4	38.4	36.0
	100.0	100.0	100.0	100.0

The percentage of single-parish elementary schools has declined, but was still 89% of the total in 1981-82. When elementary schools could not continue alone, they either closed, consolidated with a nearby parish, or were operated by the diocese. As for secondary schools, single-parish schools are a much smaller percentage today, but diocesan high schools now comprise 32% of the total.

Location of Schools

	Elementary		Secondary	
	68-69	81-82	68-69	81-82
Urban	44.9%	45.0%	51.7%	51.0%
Suburban	25.6	28.0	26.8	29.6
Rural	29.5	27.0	21.5	19.4
	100.0	100.0	100.0	100.0

On both the elementary and secondary school level, the percentage of rural schools has decreased since 1968-69. Suburban percentages have increased. The percentage of urban schools has remained constant. Rural schools often face enrollment and parish financial problems which do not lend themselves to solutions available to more populated areas, e.g., consolidating.

Enrollment Sizes

As Table I-9 indicates, about 89% of all Catholic elementary schools have less than 500 pupils. Secondary schools are distributed more evenly ovr various enrollment ranges. The following summarizes the changes from 1975-76 to 1980-81:

	Elementary		Secondary	
	75-76	80-81	75-76	80-81
Less than 500	84.3%	88.9%	57.0%	52.9%
Over 500	15.7	11.1	43.0	47.1
	100.0	100.0	100.0	100.0

More elementary schools have less than 500 pupils, and more secondary schools exceed 500 pupils.

Table No. I-7
Types of Schools
1968-69 thru 1981-82

	1968-69		1973-74		1981-82	
Elementary	No.	%	No.	%	No.	%
Parish	9,524	94.2	7,715	90.1	7,124	89.1
Inter-Parish	203	2.0	420	4.9	453	5.7
Diocesan	39	0.4	114	1.3	147	1.8
Private	347	3.4	320	3.7	272	3.4
Total	10,113	100.0	8,569	100.0	7,996	100.0
Secondary						
Parish	577	26.3	326	18.9	324	21.6
Inter-Parish	238	10.9	196	11.3	155	10.4
Diocesan	536	24.4	518	30.0	480	32.0
Private	841	38.4	688	39.8	539	36.0
Total	2,192	100.0	1,728	100.0	1,498	100.0

Table No I-8
Location of Schools
1968-69 thru 1981-82

	1968-69		1973-74		1981-82	
Elementary	No.	%	No.	%	No.	%
Urban	4,541	44.9	3,997	46.6	3,598	45.0
Suburban	2,589	25.6	2,190	25.6	2,239	28.0
Rural	2,983	29.5	2,382	27.8	2,159	27.0
Total	10,113	100.0	8,569	100.0	7,996	100.0
Secondary						
Urban	1,134	51.7	921	53.3	764	51.0
Suburban	587	26.8	473	27.4	444	29.6
Rural	471	21.5	334	19.3	290	19.4
Total	2,192	100.0	1,728	100.0	1,498	100.0

Table No. I-9
Catholic Schools by Enrollment Size
1975-76 and 1980-81

	Elementary				Secondary			
	1975-76		1980-81		1975-76		1980-81	
	No.	%	No.	%	No.	%	No.	%
Under 300	4,947	59.4	5,292	65.8	514	31.2	462	30.5
301-500	2,074	24.9	1,858	23.1	425	25.8	340	22.4
501-750	958	11.5	738	9.3	331	20.1	317	20.9
751-1,000	258	3.1	121	1.5	194	11.8	203	13.4
Over 1,000	92	1.1	24	.3	183	11.1	194	12.8
All Schools	8,329	100.0	8,043	100.0	1,647	100.0	1,516	100.0

Source: School Marketing Services, 1975-76, Curriculum Information Center
Research Department, 1980-81, Market Data Retrieval

Number of Students

In 1981-82, Catholic school enrollment declined from 3,106,000 to 3,094,000, a decrease of 12,000 pupils or 0.4%. The following figures show the declines for each year since 1970-71:

	Elementary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%
1971-72	280,000	8.3	48,000	4.8	328,000	7.5
1972-73	202,000	6.6	33,000	3.4	235,000	5.8
1973-74	160,000	5.6	20,000	2.1	180,000	4.7
1974-75	112,000	4.1	5,000	0.6	117,000	3.2
1975-76	77,000	3.0	12,000	1.4	89,000	2.6
1976-77	42,000	1.7	8,000	0.9	50,000	1.5
1977-78	62,000	2.5	14,000	1.6	76,000	2.3
1978-79	56,000	2.2	15,000	1.7	71,000	2.2
1979-80	72,000	3.0	7,000	0.8	79,000	2.4
1980-81	24,000	1.1	9,000	1.1	33,000	1.1
1981-82	3,000	0.1	9,000	1.1	12,000	0.4

The 3,000 elementary pupil decline is the smallest since the 1960's and is especially remarkable at a time when the number of school-age children is declining. Secondary schools generally have more serious financial problems and must charge higher tuitions, so it is not unusual that the student loss is consistent with recent years. The total enrollment decline (12,000) is also the smallest since the 1960's.

Regional Changes

NCEA statistically divides the nation into the following six geographical regions:

New England -	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont,
Mideast -	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania,
Great Lakes -	Illinois, Indiana, Michigan, Ohio, Wisconsin,
Plains -	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota,
Southeast -	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia,
West/Far West -	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.

The following illustrates some interesting geographical variations:

	Student (Increase) Decrease		
	Elementary	Secondary	Total
New England	(4,000)	(1,000)	(5,000)
Mideast	3,000	4,000	7,000
Great Lakes	9,000	7,000	16,000
Plains	-	1,000	1,000
Southeast	(2,000)	-	(2,000)
West/Far West	(3,000)	(2,000)	(5,000)
United States	3,000	9,000	12,000

The Great Lakes and Mideast regions declined, and the Plains remained at the same enrollment level. New England, the West, and the Southeast increased their enrollment.

Table No. I-10
Enrollment by Region-Thousand of Pupils
1977-78 thru 1981-82

Elementary	1977-78	1978-79	1979-80	1980-81	1981-82
New England	155	149	146	144	148
Mideast	809	784	755	739	736
Great Lakes	643	630	604	599	590
Plains	214	209	201	199	199
Southeast	258	254	250	250	252
West/Far West	342	339	337	338	341
United States	2,421	2,365	2,293	2,269	2,266
Secondary					
New England	68	68	68	68	69
Mideast	290	283	279	276	272
Great Lakes	217	207	208	205	198
Plains	77	76	73	71	70
Southeast	92	93	93	92	92
West/Far West	124	126	125	125	127
United States	868	853	846	837	828
All Schools					
New England	223	217	214	212	217
Mideast	1,099	1,067	1,034	1,015	1,008
Great Lakes	860	837	812	804	788
Plains	291	285	274	270	269
Southeast	350	347	343	342	344
West/Far West	466	465	462	463	468
United States	3,289	3,218	3,139	3,106	3,094

Table No. I-11
Percentage of Enrollment by Region
1977-78 thru 1981-82

Elementary	1977-78	1978-79	1979-80	1980-81	1981-82
New England	6.4%	6.3%	6.4%	6.3%	6.5%
Mideast	33.4	33.2	32.9	32.6	32.5
Great Lakes	26.6	26.7	26.3	26.4	26.0
Plains	8.8	8.8	8.8	8.8	8.8
Southeast	10.7	10.7	10.9	11.0	11.1
West/Far West	14.1	14.3	14.7	14.9	15.1
United States	100.0	100.0	100.0	100.0	100.0
Secondary					
New England	7.8%	8.0%	8.0%	8.1%	8.4%
Mideast	33.4	33.2	33.0	32.9	32.9
Great Lakes	25.0	24.3	24.6	24.6	23.9
Plains	8.9	8.9	8.6	8.5	8.4
Southeast	10.6	10.9	11.0	11.0	11.1
West/Far West	14.3	14.7	14.8	14.9	15.3
United States	100.0	100.0	100.0	100.0	100.0
All Schools					
New England	6.8%	6.8%	6.8%	6.8%	7.0%
Mideast	33.4	33.2	33.0	32.7	32.6
Great Lakes	26.2	26.0	25.9	25.9	25.5
Plains	8.8	8.8	8.7	8.7	8.7
Southeast	10.6	10.8	10.9	11.0	11.1
West/Far West	14.2	14.4	14.7	14.9	15.1
United States	100.0	100.0	100.0	100.0	100.0

Enrollment in Key States

As Table I-12 shows, ten states account for almost 70% of the Catholic school enrollment, and these states generally dictate the national trends. The (14,900) decline in these ten states in 1981-82 was more than the national (12,000) decline.

Massachusetts, Illinois, California, Louisiana and Michigan increased in enrollment. Ohio lost the most pupils. It is noteworthy that the first five states, i.e., New York, Pennsylvania, Illinois, California, and Ohio, comprise almost half (48%) of the national enrollment. Aside from the large (15,300) loss in Ohio, enrollment in these key states was about the same as 1980-81.

Enrollment in Key Dioceses

Catholic school enrollment is also concentrated in certain dioceses. The largest twenty (20) dioceses serve more than half of all the pupils. It should be remembered in viewing these figures that dioceses are generally larger than a metropolitan area, therefore larger than the major city limits. In 1981-82, the (10,100) decline in these twenty dioceses about equaled the national decline. Urban areas and Catholic schools continue to face many common problems.

As for particular dioceses, Boston, Chicago, Rockville Centre, Miami, Los Angeles and New Orleans increased in enrollment. Cleveland, Cincinnati, Milwaukee, New York, and Brooklyn suffered significant enrollment declines. The largest five dioceses, i.e., Chicago, Philadelphia, New York, Brooklyn, and Los Angeles, comprise about one-quarter of the national enrollment.

Enrollment Characteristics

In the early years of the NCEA Data Bank, information was gathered on certain enrollment characteristics which were until then unknown nationally, e.g., grade by grade enrollments, the percentage of Catholics, the choices of graduates, and the ethnicity of the students. We refer you to those publications for complete data, but a few highlights can be cited.

Elementary enrollment today is proportionately distributed over grades 1-8. The alternative of eliminating some lower grades when operations had to be curtailed is no longer common. In 1979-80 and 1980-81, about one-half of the elementary enrollment was in Grades 1-4. Such even distribution tends toward stable enrollments in the future.

In regard to other characteristics, in 1980-81 about 91% of the students were Catholic, compared to 95% in 1970-71. About 58% of the Grade 8 graduates entered Catholic high schools in 1972-73, and about 15% of the high school grads entered Catholic colleges. Data on enrollment characteristics such as these has not been collected regularly since 1972-73.

Table No. I-12
Student Enrollment-Ten Largest States
1980-81 and 1981-82

		1980-81	1981-82	(Increase)Decrease Pupils	%
1.	New York	418,500	415,400	3,100	0.7
2.	Pennsylvania	312,300	310,500	1,800	0.6
3.	Illinois	275,600	278,100	(2,500)	(0.9)
4.	California	261,200	262,600	(1,400)	(0.5)
5.	Ohio	226,600	211,300	15,300	6.8
6.	New Jersey	188,900	187,600	1,300	0.7
7.	Michigan	130,300	130,600	(300)	(0.2)
8.	Louisiana	109,600	111,100	(1,500)	(1.4)
9.	Massachusetts	103,500	108,000	(4,500)	(4.4)
10.	Wisconsin	108,500	104,900	3,600	3.3
	Largest States	2,135,000	2,120,100	14,900	0.7
	United States	3,106,000	3,094,000		
	Percent....	68.7%	68.5%		

Table No. I-13
Student Enrollment-Twenty Largest Dioceses
1980-81 and 1981-82

		1980-81	1981-82	(Increase)Decrease Pupils	%
1.	Chicago	197,800	189,800	(2,000)	(1.1)
2.	Philadelphia	167,800	167,600	200	0.1
3.	New York	135,800	133,800	2,000	1.5
4.	Brooklyn	116,100	114,600	1,500	1.3
5.	Los Angeles	110,900	111,700	(800)	(0.7)
6.	Detroit	82,700	81,900	800	1.0
7.	Newark	81,300	80,600	700	0.9
8.	Cleveland	83,700	79,500	4,200	5.0
9.	Boston	69,900	72,200	(2,300)	(3.3)
10.	St. Louis	67,900	67,200	700	1.0
11.	New Orleans	61,400	61,700	(300)	(0.5)
12.	Cincinnati	59,500	56,300	3,200	5.4
13.	Trenton	56,100	55,500	600	1.1
14.	Milwaukee	55,200	52,800	2,400	4.4
15.	Rockville Centre	50,500	51,800	(1,300)	(2.6)
16.	Pittsburgh	48,400	47,900	500	1.0
17.	Buffalo	42,400	42,100	300	0.7
18.	Baltimore	42,100	41,700	400	1.0
19.	St. Paul-Mpls	40,400	40,200	200	0.5
20.	Miami	36,900	37,800	(900)	(2.4)
	Largest Dioceses	1,596,800	1,586,700	10,100	0.6
	All Dioceses	3,106,000	3,094,000		
	Percent....	51.4%	51.3%		

Enrollment of Ethnic Minorities

It should be remembered that Catholic schools naturally tend to service those who support the schools, and that the embracing of Christian doctrine would attract one ethnic group more than another. For example, the Black, Indian, and Oriental races have not historically embraced the Catholic religion, while the Spanish culture has a tradition of many centuries. It is also important to keep in mind the location of Catholic schools. Most Catholic schools were built in the major cities, and the large dioceses have made an outstanding effort to keep them open. The rural schools, not the urban, have closed at the faster rate.

The role and contribution of Catholic schools in ethnic minority issues has been and still is extremely important. However, the ability of these schools to help has been complicated by the explosion of many factors, e.g., the startling declines in the number of religious community members, inflation, the increase in lay teacher salaries, and the movement of so many people to the suburbs in the 1960s. Through it all, Catholic schools remain integrally involved with minority education and urban problems in the United States.

As Table I-15 shows, the percentage of minority students in elementary and secondary schools combined has increased from 18.4% in 1980-81 to 18.6% in 1981-82, primarily because of increased Hispanic students in the elementary schools. Both Black students (249,300) and Hispanic students (261,200) remained at a percentage over 8%. In general, the numbers and percentages of minority students in Catholic schools increased on the elementary level and decreased on the secondary level. The 1970-71 figures are shown here to illustrate the striking increase in attendance at Catholic schools by ethnic minority students over the past decade, when the percentage went from 10.8% in 1970-71 to 18.6% in 1981-82.

Characteristics and Comparisons

Although minority enrollment by school location (urban, suburban, rural) is known only from 1970-71, this data and undocumented knowledge from the field attest that most Black students are in the urban schools, and often are not Catholic. The decline in the percentage of Catholics (from 95% in 1970 to about 91% in 1980) is in great part due to the increased percentage of Black students in Catholic urban schools. The educational, social and economic importance of the local Catholic school is appreciated by any major city.

It is difficult to achieve a total and accurate statistical context regarding minority enrollments. Such statistics are not usually gathered for public schools nationally by either the National Center for Education Statistics (NCES) or the National Education Association (NEA), although NCES did collect data in 1978-79. The private sector, except for Catholic schools, does not generally analyze enrollment by ethnic background. On the basis of 1978-79 data, it appears that the percentage of Black students in public schools is about double the percentage in Catholic schools. The percentage of other minorities is slightly higher in Catholic Schools.

Table No. I-14
Catholic School Enrollment-by Ethnic Background
1970-71, 1980-81, 1981-82

Elementary	1970-71	1980-81	1981-82
Black Americans	172,000	200,300	199,900
Hispanic Americans	177,900	199,300	209,800
Asian Americans	18,300	42,000	45,600
American Indians	18,000	7,300	7,700
All Others	2,969,300	1,820,400	1,803,000
Total	3,355,500	2,269,300	2,266,000
Secondary			
Black Americans	37,500	52,600	49,400
Hispanic Americans	38,600	56,700	51,400
Asian Americans	5,200	10,100	10,200
American Indians	2,400	2,400	2,600
All Others	924,400	715,200	714,200
Total	1,008,100	837,000	827,800
All Schools			
Black Americans	209,500	252,900	249,300
Hispanic Americans	216,500	256,000	261,200
Asian Americans	23,500	52,100	55,800
American Indians	20,400	9,700	10,300
All Others	3,893,700	2,535,600	2,517,200
Total	4,363,600	3,106,300	3,093,800

Table No. I-15
Catholic School Ethnic Enrollment-by Percentages
1970-71, 1980-81, 1981-82

Elementary	1970-71	1980-81	1981-82
Black Americans	5.1%	8.8%	8.8%
Hispanic Americans	5.3	8.8	9.3
Asian Americans	0.5	1.9	2.0
American Indians	0.5	0.3	0.3
All Others	88.6	80.2	79.6
Total	100.0%	100.0%	100.0%
Secondary			
Black Americans	3.7%	6.3%	6.0%
Hispanic Americans	3.8	6.8	6.2
Asian Americans	0.5	1.2	1.2
American Indians	0.2	0.3	0.3
All Others	91.8	85.4	86.3
Total	100.0%	100.0%	100.0%
All Schools			
Black Americans	4.8%	8.1%	8.1%
Hispanic Americans	5.0	8.3	8.4
Asian Americans	0.5	1.7	1.8
American Indians	0.5	0.3	0.3
All Others	89.2	81.6	81.4
Total	100.0%	100.0%	100.0%

CHAPTER II
PROFESSIONAL STAFF

Catholic schools have been the object of intensive review and re-evaluation. If they have become accustomed to anything, it is change. In addition to school and enrollment changes, Catholic education has seen it faculties undergo even more radical adjustments. The shift from religious to lay staff has been the most dramatic change, but parents and students have become accustomed to today's professional staff and currently this does not seem to present academic or administrative problems.

Total Staff and Pupil/Teacher Ratios

In 1981-82, the total full-time Catholic school teaching staff was 146,172 (Table II-1), about 96,800 elementary and 49,300 secondary teachers. Nationally, this 1981-82 staff increased by about 400 full time teachers over last year, the first such increase since the 1960's. This increase presumably reflects a steady enrollment and the continuing efforts to improve staff and class sizes. The following is a comparison of past pupil/teacher ratios:

	Pupils/Teacher	
	Elementary	Secondary
1968-69	31.3	19.2
1973-74	26.4	17.7
1978-79	24.0	17.2
1979-80	23.5	17.1
1980-81	23.5	17.1
1981-82	23.4	16.8

The elementary ratio has gone from 31 students per full-time teacher to less than 24. The secondary ratio was a respectable 19:1 in 1968-69, and has lowered to 17:1.

Combining elementary and secondary levels, the following comparison with private and public education can be made regarding pupil/teacher ratios:

	Public	Private	Catholic
1976-77	20.3	19.2	22.3
1977-78	19.9	18.5	21.8
1978-79	19.4	18.6	21.8

This National Center for Education Statistics data indicates that public school ratios have been declining, and that private schools have a lower ratio which is stabilizing, perhaps for reasons related to enrollment trends and finances. When elementary and secondary schools were combined, Catholic schools in 1978-79 had a higher pupil/teacher ratio than public schools or the private sector as a whole.

Table No. II-1
Full-Time Teaching Staff
1977-78 thru 1981-82

Elementary	1977-78	1978-79	1979-80	1980-81	1981-82
Sisters	30,888	28,453	26,868	24,454	23,289
Male Religious	620	502	500	444	577
Lay Teachers	68,231	69,584	70,356	71,841	72,981
Total	99,739	98,539	97,724	96,739	96,847
Secondary					
Sisters	11,508	10,616	9,814	9,170	8,738
Male Religious	6,331	5,880	5,550	5,306	5,139
Lay Teachers	33,070	32,913	34,206	34,562	35,448
Total	50,909	49,409	49,570	49,038	49,325
All Schools					
Sisters	42,396	39,069	36,682	33,624	32,027
Male Religious	6,951	6,382	6,050	5,750	5,716
Lay Teachers	101,301	102,497	104,562	106,403	108,429
Total	150,648	147,948	147,294	145,777	146,172

Table No. II-2
Full-Time Teaching Staff - by Percentage
1977-78 thru 1981-82

Elementary	1977-78	1978-79	1979-80	1980-81	1981-82
Sisters	31.0%	28.9%	27.5%	25.3%	24.0%
Male Religious	.6	.5	.5	.5	.6
Lay Teachers	68.4	70.6	72.0	74.2	75.4
Total	100.0	100.0	100.0	100.0	100.0
Secondary					
Sisters	22.6%	21.5%	19.8%	18.7%	17.7%
Male Religious	12.5	11.9	11.2	10.8	10.4
Lay Teachers	64.9	66.6	69.0	70.5	71.9
Total	100.0	100.0	100.0	100.0	100.0
All Schools					
Sisters	28.1%	26.4%	24.9%	23.1%	21.9%
Male Religious	4.6	4.3	4.1	3.9	3.9
Lay Teachers	67.3	69.3	71.0	73.0	74.2
Total	100.0	100.0	100.0	100.0	100.0

Evaluation of Staff

Comparatively little national information is available about Catholic school faculties and the popularly accepted measures applied to gauge the quality of a professional staff, i.e., the degrees earned, the state's certification of the qualifications, and the years of teaching experience. From 1969-70 to 1972-73, NCEA gathered sufficient data to describe this faculty and its trends at that time. On the basis of that data and current general information, the following comments may provide some understanding of today's staff.

Earned Degrees - On the elementary level, about 77% of the lay teachers and 89% of the sisters held at least a B.A. degree in 1972-73. The percent of teachers with "less than a B.A." degree went from 40% in 1969-70 to 22% in 1972-73 for lay teachers, and from 20% to 10% for religious. Today, it is most unusual to hire a professional staff member without at least a B.A. degree. By 1972-73, 26% of the sisters teaching in elementary schools had a Master's degree.

On the secondary level, about 96% of the lay teachers and 98% of the religious staff held at least a B.A. degree in 1972-73, and about 45% of the total staff held Master's degrees.

State Certification - States cannot normally demand certification of private school teachers, some states not even having the mechanism to certify them. Consequently, many private school teachers have not pursued certification and the category of "certifiable" (as distinguished from "certified") should be part of any discussion.

On the elementary level, about 88% of the Catholic school teachers were either certified or certifiable in 1972-73. On the secondary level, about 97% of the faculty were either certified or certifiable in 1972-73. Today, both elementary and secondary school teachers normally acquire state certification where they can.

Teaching Experience - When the sisters were the elementary school professional staff, about 84% had been teaching more than five years by 1972-73. On the secondary level, the same (84%) percentage of sisters and male religious had been teaching over five years. Considering the changes from religious to lay professional staff in recent years, only newer data would be meaningful.

While the above measures are commonly used to evaluate the professional staff of a school, more values are involved than are here specified. An experienced, certified teacher with a doctorate and a small class is not necessarily the best individual to guide the educational development of a student, but these qualifications are certainly steps in the right direction. Personal, social, and religious values may often be as, if not more, important.

Historical Background

The shift from religious to lay staff is not a post-Vatican II phenomenon. The first signs of change are in the 1950's, when the percentage of lay staff increased from 7.2% to 26.8% by 1960 for elementary schools, and from 16.7% to 24.8% for secondary schools. The following is an overview:

	Elementary			Secondary		
	Staff	Rel.	Lay	Staff	Rel.	Lay
Fall, 1940 ...	60,100	93.9%	6.1%	21,000	83.5%	16.5%
1950 ...	66,500	92.8	7.2	27,800	83.3	16.7
1960 ...	108,200	73.2	26.8	43,700	75.2	24.8
1965 ...	120,200	63.4	36.6	57,000	65.9	34.1
1970 ...	112,700	47.1	52.9	53,600	48.7	51.3
1975 ...	99,300	35.7	64.3	50,000	39.4	60.6

By 1970, faculties in both elementary and secondary schools had more lay teachers than religious. By 1975, these faculties approached a 2:1 lay/religious ratio.

Current Trends

The percentage of lay staff continues to increase, as indicated by the following figures for recent years:

	Elementary			Secondary		
	Staff	Rel.	Lay	Staff	Rel.	Lay
Fall, 1976 ...	100,000	33.9%	66.1%	50,600	36.7%	63.3%
1977 ...	99,700	31.6	68.4	50,900	35.1	64.9
1978 ...	98,500	29.4	70.6	49,400	33.4	66.6
1979 ...	97,700	28.0	72.0	49,600	31.0	69.0
1980 ...	96,700	25.8	74.2	49,000	29.5	70.5
1981 ...	96,800	24.6	75.4	49,300	28.1	71.9

Aside from the financial aspects, Catholic elementary and secondary schools seem to function well with faculties whose ratios are the reverse of the 1960 ratios. The loss of so many religious community members and clergymen has not signaled the demise of the Catholic school system.

Summary Comments

Lay teachers continue to replace religious teachers and today hold almost the same majority that religious formerly held. Since Catholic schools did not reduce their staffs to the same extent that enrollment declined, the total staff is larger in relation to the students served and staff/pupil ratios are lower. Finally, a clear effort has been made to improve Catholic school faculties according to the usual accreditation standards of degrees held and state certification.

Chapter III
Catholic Elementary School Finances

The financing of Catholic schools is a question of great importance to both private and public education. Catholic elementary and secondary schools remain the major component of private education, and private education remains a significant force affecting the American educational scene. The fewer number of school-age children projected for the 1980's calls for adjustments by both public and private education.

National Trends

On the elementary level, the 4,109,000 private school pupils in 1970 constituted about 11.2% of the thirty-six (36) million enrollment (Table III-1). This percentage declined during the 1970's, because of losses in Catholic schools, but returned to the same (11.2%) share by 1978. According to projections by the National Center for Education Statistics, this elementary school percentage will increase to more than 12% during the 1980's. In general, public school enrollments are declining while private school enrollments are expected to increase slightly.

By 1985, however, public school enrollments are projected to begin to increase. There is no way to know at this time if public schools will ever reach the 32,577,000 level of 1970, but any leveling off would enable public school administrators to plan and improve an operation which has been very difficult to manage in the past decade.

Catholic School Trends

As Table III-2 shows, Catholic elementary enrollment is now about two-thirds (65.6% in 1978-79) of private elementary enrollment, a major change from the 88.7% of 1965-66. However, annual Catholic school declines are now less than the decline in the number of school-age children and the situation has been relatively stable in recent years.

The following is an overview since 1976-77:

	Schools	Elementary Pupils	Average Size	Teachers	
				Lay	Religious
1976-77.....	8,265	2,483,000	300	66,146	33,870
1977-78.....	8,223	2,421,000	294	68,231	31,508
1978-79.....	8,159	2,365,000	290	69,584	28,955
1979-80.....	8,100	2,293,000	283	70,356	27,368
1980-81.....	8,043	2,269,000	282	71,841	24,898
1981-82.....	7,996	2,266,000	283	72,981	23,866

The stabilizing of Catholic enrollments and the expected increases by other nonpublic schools combine to produce the projected increase in total private school enrollment.

Table No. III-1
Elementary School Enrollment-Public and Private
1970 to 1988

	Grades K-8 (Thousands of Pupils)				
Reported	Total	Public	%	Private	%
Fall, 1970	36,686,000	32,577	88.8	4,109	11.2
1971	36,088,000	32,265	89.4	3,823	10.6
1972	35,569,000	31,831	89.5	3,738	10.5
1973	34,999,000	31,353	89.6	3,646	10.4
1974	34,584,000	30,921	89.4	3,663	10.6
1975	34,174,000	30,487	89.2	3,687	10.8
1976	33,768,000	30,006	88.9	3,762	11.1
1977	32,951,000	29,336	89.0	3,615	11.0
1978	32,061,000	28,455	88.8	3,606	11.2
Projected					
Fall, 1979	31,376,000	27,822	88.7	3,554	11.3
1980	30,974,000	27,389	88.4	3,585	11.6
1981	30,614,000	27,037	88.3	3,577	11.7
1982	30,217,000	26,795	88.7	3,422	11.3
1983	30,273,000	26,601	87.9	3,672	12.1
1984	30,208,000	26,428	87.5	3,780	12.5
1985	30,257,000	26,448	87.4	3,809	12.6
1986	30,675,000	26,851	87.5	3,824	12.5
1987	31,369,000	27,495	87.6	3,874	12.4
1988	32,223,000	28,259	87.7	3,964	12.3

Source: Projections of Education Statistics to 1988-89,
National Center for Education Statistics, P. 17.

Table III-2
Private Elementary School Enrollments-by Affiliation
1965-66 and 1978-79

	1965-66		1978-79	
	Pupils	%	Pupils	%
Catholic Schools	4,370,300	88.7	2,365,000	65.6
Other Church-Related	376,800	7.6	782,300	21.7
Not Church-Related	181,600	3.7	458,700	12.7
Private Elementary	4,928,700	100.0	3,606,000	100.0

Source: Statistics of Nonpublic Elementary and Secondary
Schools, 1965-66, National Center for Education
Statistics, P. 7

Private Schools in American Education, National Center
for Education Statistics, P. 52

General Comments

NCEA is often asked for national data regarding Catholic school expenditures and revenues. Limited information is collected annually by NCEA from schools and diocesan offices, and is used to discuss the financial dimensions of Catholic education with the appropriate educational agencies and federal authorities. It should be remembered that the financial figures used here are not "facts," but estimates and guidelines, as are most national statistics.

All of the estimates are of operating revenues and expenses only, and say nothing of capital improvements or debt retirement provisions. Also to be noted is the fact that Catholic elementary schools do not formally record the value of the Contributed Services of religious community members or diocesan clergy. Consequently, total operating revenues and expenses are understated by the value of these donated services.

Estimate of National Operating Expenses

Catholic elementary schools spent about $1.5 billion for operating expenses in 1980-81. The national per pupil cost rose to $653, a 19.2% increase over 1978-79. The following is a summary:

	Total Operating Expenses	Enrollment	Per Pupil Cost
1970-71	$ 806 Million	3,359,300	$240
1976-77	$1,149 Million	2,483,100	$463
1977-78	$1,213 Million	2,421,200	$500
1978-79	$1,295 Million	2,364,800	$548
1980-81	$1,483 Million	2,269,400	$653

Higher salaries and costs cause the amount spent annually to increase, despite fewer students and fewer schools.

Table III-3 lists each state with its estimated per pupil cost and total operating expenses. It is difficult to compare the national 1980-81 per pupil cost of $653 with the public sector, since Catholic schools do not book Contributed Services, and public schools combine elementary and secondary costs. We refer you to the discussion of high school per pupil costs (P. 34).

Past Efforts and Estimates

The following summary of estimated national per pupil costs generally illustrates what has happened to Catholic elementary school finances:

	PP Cost	Increase	
1969-70	$200	- %	
1970-71	240	20.0	
1971-72	280 *	16.7	
1972-73	315	12.5	
1973-74	350	11.1	*Estimated, other
1974-75	385	10.0	costs have been
1975-76	420 *	10.0	reported.
1976-77	463	10.0	
1977-78	500	8.0	
1978-79	548	9.6	
1980-81	653	19.2	(Two Years)

Annual increases have been in the 10% range since the mid-1970's.

Table No. III-3
Catholic Elementary School Operating Costs-by State
1980-81

	Schools	Pupils	Per Pupil Cost	Estimated Expenses
Connecticut	168	40,883	$623	$ 25,469,000
Massachusetts	252	68,673	569	39,082,000
New Hampshire	31	8,809	600	5,286,000
Rhode Island	64	17,415	543	9,456,000
Vermont	11	2,786	615	1,713,000
Maine	22	5,849	522	3,053,000
New England	548	144,415	582	$ 84,059,000
Delaware	29	10,918	$495	$ 5,404,000
Washington, D.C.	83	25,088	678	17,010,000
Maryland	90	28,884	702	20,277,000
New Jersey	462	135,699	718	97,496,000
New York	919	309,417	633	195,813,000
Pennsylvania	778	229,106	525	120,289,000
Mideast	2,361	739,112	617	$456,289,000
Illinois	667	199,212	$677	$134,857,000
Indiana	204	49,028	773	37,887,000
Michigan	338	94,358	805	75,978,000
Ohio	522	166,839	633	105,638,000
Wisconsin	416	89,064	727	64,707,000
Great Lakes	2,147	598,501	700	$419,067,000
Iowa	148	31,899	$705	$ 22,495,000
Kansas	90	18,863	702	13,242,000
Minnesota	226	51,066	857	43,754,000
Missouri	279	67,637	624	42,218,000
Nebraska	98	18,761	712	13,361,000
North Dakota	33	6,171	711	4,387,000
South Dakota	27	4,969	790	3,928,000
Plains	901	199,366	719	$143,385,000
Alabama	48	11,917	$597	$ 7,120,000
Arkansas	32	5,247	545	2,860,000
Florida	147	52,501	729	38,249,000
Georgia	30	9,692	723	7,008,000
Kentucky	163	36,703	730	26,786,000
Louisiana	199	79,551	550	43,718,000
Mississippi	37	7,307	791	5,783,000
North Carolina	35	7,930	672	5,330,000
South Carolina	25	5,823	635	3,697,000
Tennessee	40	10,113	704	7,117,000
Virginia	56	17,374	807	14,012,000
West Virginia	36	6,254	705	4,409,000
Southeast	848	250,412	663	$166,089,000

Regional Per Pupil Costs

Variations appear when the per pupil costs are viewed geographically. 1980-81 PP costs for the Great Lakes, Plains, and Southeast regions were above the national average. The Plains region has the smallest schools (average size is 230) and the lowest pupil/ teacher ratios, factors producing a higher per pupil cost. The following compares regional PP costs at two-year intervals:

	1976-77	1978-79	1980-81	Two-Year Increase
New England	$403	$546	$582	6.6%
Mideast	461	510	617	21.0
Great Lakes	509	613	700	14.2
Plains	498	584	719	23.1
Southeast	425	528	663	25.6
West/Far West	413	505	634	25.5
United States	463	548	653	19.2

Per pupil costs are not necessarily the best indicator of cost trends, but comparisons may be of some value. Over the two-year period from 1978-79 to 1980-81, per pupil costs in the New England Region increased far less than the national average (19.2%), and considerably less in the Great Lakes region. Per pupil costs in the other regions increased at a higher percentage than the national average.

Tuition and Basic Fee Charges

Tuition charges and policies are usually of interest nationally. On the basis of over 90% of the schools reporting, the following is an overview of the 1981-82 current year tuition charges:

Tuition Range	Schools	%
0.....	384	4.8
1-50.....	368	4.6
51-99.....	248	3.1
100-199.....	816	10.2
200-299.....	1,199	15.0
300-399.....	1,264	15.8
400-499.....	1,263	15.8
500-599.....	1,079	13.5
600-799.....	1,031	12.9
800-999.....	192	2.4
$1000 and over.....	152	1.9
Total	7,996	100.0

Tuition policies in Catholic elementary schools have been forced to change in the past decade. In 1970-71, about 72% of the schools charged less than $100. In 1973-74, about 70% charged less than $200. By 1976-77, about half were over and half under $200. Today, about half are over and half under $400.

Table III-3 (continued)
Catholic Elementary School Operating Costs
1980-81

	Schools	Pupils	Per Pupil Cost	Estimated Expenses
Alaska	4	717	$684	$ 490,000
Arizona	46	13,171	631	8,306,000
California	604	185,634	580	107,644,000
Colorado	54	13,072	735	9,613,000
Hawaii	30	10,698	615	6,579,000
Idaho	12	1,792	600	1,075,000
Montana	21	3,274	756	2,474,000
New Mexico	31	7,105	612	4,351,000
Nevada	11	2,849	625	1,781,000
Oklahoma	28	5,036	733	3,691,000
Oregon	54	10,288	819	8,421,000
Texas	245	60,228	658	39,645,000
Utah	7	2,062	525	1,083,000
Washington	84	20,292	880	17,850,000
Wyoming	7	1,356	763	1,035,000
West/Far West	1,238	337,574	634	$ 214,038,000
United States	8,043	2,269,380	$653	$1,482,927,000

Improved Financial Management

The 8,000 Catholic elementary schools were supported traditionally by large subsidies, low tuition charges, and the contributed services of the sisters. Financial troubles were usually resolved quickly by the parish or diocese. Today, several factors have combined to produce a more complex financial picture, e.g., the declining number of religious staff, the recognized need for higher lay salaries, inflation, the movement of people to the suburbs where new construction is costly, a changed theological atmosphere in which attendance at a non-Catholic school is more acceptable.

To meet this challenge, Catholic schools and dioceses have greatly improved the quality of their financial information and have used this information to analyze their situation. Many parishes now structure the school to resolve its own financial problems, given an agreed subsidy, creating new reponsibilities of management for administrators and board members. Some parishoners are trained professionals who, together with the diocesan school office, assist with the accounting and budget operations. It is still difficult for parishes to raise the needed revenue but, in general, they seem to be in control of their finances through better management.

Estimate of National Operating Revenue

Of the 163 dioceses in 1980-81, 130 (80%) supplied useable data about the sources of revenue which met the operating expenses of $1.5 billion. The information reported seems reliable regionally, but not on a state-by-state basis, since a few key dioceses were missing.

As shown in Tables III-4 and III-5, the major share of $732.3 million (49.4%) came from subsidies by the parish to the school. Tuition and Fees supplied $587.8 million, or 39.6%. Fundraising activities provided $92.3 million, or 6.2%. Diocesan subsidies account for $10 million, about 0.7% nationally. The "other income" category catches all miscellaneous items, many of which are offset by expenses.

Regionally, the South and the West have the lowest parish subsidy percentages, receiving most of their revenue from tuition and fees. The Mideast reflects the national averages. New England's parish subsidy is well below the national average, but it receives the highest percentage from fundraising activities (12.7%). The Great Lakes and Plains regions receive about one-fourth of their revenue from tuition and fees and about two-thirds from parish subsidy.

Comparison of Per Pupil Revenues

Table III-6 compares revenue data from previous years on a per pupil basis. As mentioned, parish subsidies remain the major revenue factor, but the increases in tuition and fees have changed the proportions. In 1969-70, parish subsidy supplied about 63% of the revenue and tuition 27%. By 1973-74, parish subsidy had fallen to 53% and tuition had increased to 38%.

It is interesting that the percentages have changed very little over the past seven years. Catholic elementary schools are continuing the revenue patterns established by 1973-74. The amounts are greater, of course, with per pupil costs rising from $350 in 1973-74 to $653 in 1980-81. However, the shares carried by each of the two revenue cornerstones, parish subsidy and tuition, are basically established on a national level.

Perhaps these national overview figures are indicating that each Catholic elementary school is gradually identifying its own particular revenue combination and that, as a result, its financial picture is becoming more stable and predictable. Once a school finds the combination which is realistic and feasible, the adjustments from year to year are less difficult to implement. Nationally, this revenue combination is about 50% from the parish, 40% from tuition, and 10% from wherever it can be raised.

Table No. III-4
Elementary School Revenue - Millions of Dollars
1980-81

	Tuition + Fees	Parish Subsidy	Diocesan Subsidy	Fund Raising	Other	Total
New England	$ 37.4	$ 28.3	$ .8	$10.7	$ 6.8	$ 84.0
Mideast	183.9	232.7	3.7	23.7	12.3	456.3
Great Lakes	102.7	275.3	2.1	20.1	18.9	419.1
Plains	30.0	102.2	.7	6.2	4.3	143.4
Southeast	107.3	42.2	1.2	8.3	7.1	166.1
West/Far West	126.5	51.6	1.9	23.3	10.7	214.0
United States	$587.8	$732.3	$10.4	$92.3	$60.1	$1,482.9

Table No. III-5
Elementary School Revenue - by Percentages
1980-81

	Tuition + Fees	Parish Subsidy	Diocesan Subsidy	Fund Raising	Other	Total
New England	44.5%	33.7%	1.0%	12.7%	8.1%	100.0%
Mideast	40.3	51.0	0.8	5.2	2.7	100.0
Great Lakes	24.5	65.7	0.5	4.8	4.5	100.0
Plains	20.9	71.3	0.5	4.3	3.0	100.0
Southeast	64.6	25.4	0.7	5.0	4.3	100.0
West/Far West	59.1	24.1	0.9	10.9	5.0	100.0
United States	39.6	49.4	0.7	6.2	4.1	100.0

Table No. III-6
Per Pupil Revenue
1973-74 to 1980-81

Source	1973-74 Amt.	1973-74 %	1978-79 Amt.	1978-79 %	1980-81 Amt.	1980-81 %
Tuition + Fees	$135	38.6	$217	39.6	$259	39.6
Parish Subsidy	185	52.9	271	49.5	323	49.4
Diocesan Subsidy	4	1.1	8	1.5	5	.7
Fund Raising + Other ...	26	7.4	52	9.4	66	10.3
Per Pupil Revenue	$350	100.0	$548	100.0	$653	100.0

CHAPTER IV
CATHOLIC HIGH SCHOOL FINANCES

Catholic high school finances continue to tighten. Operating expenses have increased dramatically in recent years, mostly because of the schools' efforts to raise salary levels. Tuition charges, which were low in past decades, now produce two-thirds of all revenue. The total dollar value of the services contributed by members of religious communities and clergy began to decline in 1977-78, and this revenue must now be raised from other sources. Administrators and leaders face hard and unpopular decisions precipitated by financial considerations.

From the standpoint of financial expertise and management, some schools seem to handle their affairs very professionally, while others do not. Inexperienced administrators and board members tend to jump to conclusions regarding their situation. In many cases, the wisest financial course is a combination of many factors. In the world of things to be done, a strong and sensitive leader who can prudently integrate the financial dimension into the many decisions of each day is a very precious commodity in Catholic education today.

The situation is indeed a challenge. It is important that the effort to use finances prudently be accepted as just as noble as other efforts put forth over the centuries. The list of needs, missions, and apostolates crying out for attention today is unending. Financial resources are an instrument in satisfying some of these needs.

Despite the burdens assumed by operating without public financial support, private schools clearly remain a significant force in our nation's secondary educational future. The stabilization of Catholic schools and the continued growth of other nonpublic schools make it clear that many parents and children prefer private schools to public schools. The right to choose a private school should be a realistic educational option.

Sample Schools

NCEA has again asked sample Catholic high schools to supply financial information, from which national estimates and special analyses can be drawn. The schools are selected to reflect types (private, diocesan, parish schools), enrollment sizes (by five levels), and geographic location. Whatever value this analysis has stems from the school administrators who took the time and made the effort to supply the information.

An effort has been made to meet several needs. First, the national estimates recognize the financial significance of Catholic high schools and their contribution to American education. Secondly, many Catholic schools may find it helpful to review financial data pertaining to particular areas of operation. Finally, some sort of illustrative "models" or "average schools" may provide figures with which your particular school can compare. These "models" are contained in the Appendix.

Emphasis on Operating Picture

No attempt has been made to gather financial figures on capital expenditures or debt retirement. Schools were encouraged to include all types of maintenance and repair expenses except major capital expenditures (new buildings or a building addition). Previous data reveals that debt payments are a significant factor in some cases, but the majority of schools do not appear to be directly burdened with this responsibility, either because no debt exists or because the obligation is assumed by the diocese, parish, or religious congregation. We have limited our attention to annual operating revenues and expenses. We recognize, however, that many schools must treat the financial considerations added by capital expenditures and debt retirement.

The following is a break-down of the (160) Catholic high schools used for the 1980-81 financial figures presented:

Enrollment	Private	Diocesan	Parish	Sample	United States
0-300	7	10	9	26	462
300-500	15	13	11	39	340
500-750	14	14	11	39	317
750-1,000	16	8	4	28	203
Over 1,000	12	11	5	28	194
	64	56	40	160	1,516

The school sample constitutes 10.6% of the Catholic high schools in 1980-81. There is a solid mixture of types and locations, although only a 5.6% sample could be obtained for schools of less than 300 pupils.

National Trends

The total number of secondary students in the country began to decline about 1977, and should continue to decline throughout the 1980's. These declines reflect the current smaller enrollment in elementary schools, which is not expected to stabilize until the middle of the decade. Since the number of adults of child-bearing age is now increasing, a constant birth-rate would mean that the enrollment in elementary schools should increase by the end of the decade. High schools should feel the effect in the early 1990's. There is no way to know when, if ever, the enrollment levels will match those of the seventies.

As Table IV-1 shows, the enrollment in private high schools has not declined as rapidly as it has in public schools. In the fall of 1978, the 9.4% private school percentage of the total secondary enrollment was significantly higher than the 8.9% of 1970. According to projections by the National Center for Education Statistics (Department of Education), the private school enrollment share should increase to more than 12% by the end of this decade.

Private Secondary Education

Within the private sector, Catholic high schools have retained about the same percentage of enrollment, i.e., 80.7% in 1965-66 and 80.1% in 1978-79. As Table IV-2 shows, other church-related schools increased their share of the enrollment to 10.5% in 1978-79, while schools which are not church-related declined to 9.4%.

Catholic high schools have declined only 65,000 pupils from 1974-75 to 1980-81. The following information summarizes the Catholic secondary situation:

	Schools	Pupils	Average Size	Teachers	
				Lay	Religious
1974-75	1,690	902,000	534	29,445	20,723
1975-76	1,653	890,000	538	30,273	19,684
1976-77	1,623	882,000	543	32,004	18,590
1977-78	1,599	868,000	543	33,080	17,856
1978-79	1,564	853,000	545	32,913	16,496
1979-80	1,540	846,000	549	34,206	15,364
1980-81	1,516	837,000	552	34,562	14,476
1981-82	1,498	828,000	553	35,448	13,877

The shift from religious to lay faculty has been the outstanding single factor affecting the Catholic high school financial picture. In Catholic high schools alone, there were about 11,500 more lay teachers and 14,000 fewer religious teachers in 1978-79 than there were a decade prior, in 1968-69.

Table No. IV-1
High School Enrollment-Public and Private
1970 to 1988
(Thousands of Pupils)

		Grades 9-12				
		Total	Public	%	Private	%
Reported Fall,	1970 ...	14,632	13,332	91.1	1,300	8.9
	1971 ...	15,116	13,815	91.4	1,300	8.6
	1972 ...	15,216	13,913	91.4	1,303	8.6
	1973 ...	15,380	14,077	91.5	1,303	8.5
	1974 ...	15,532	14,132	91.0	1,400	9.0
	1975 ...	15,704	14,304	91.1	1,400	8.9
	1976 ...	15,727	14,310	91.0	1,417	9.0
	1977 ...	15,720	14,240	90.6	1,480	9.4
	1978 ...	15,628	14,156	90.6	1,472	9.4
Projected Fall,	1979 ...	15,245	13,735	90.1	1,510	9.9
	1980 ...	14,797	13,307	89.9	1,490	10.1
	1981 ...	14,298	12,821	89.7	1,477	10.3
	1982 ...	13,808	12,316	89.2	1,492	10.8
	1983 ...	13,495	12,065	89.4	1,430	10.6
	1984 ...	13,422	12,063	89.9	1,359	10.1
	1985 ...	13,496	12,100	89.7	1,396	10.3
	1986 ...	13,402	11,929	89.0	1,473	11.0
	1987 ...	13,103	11,578	88.4	1,525	11.6
	1988 ...	12,667	11,115	87.8	1,552	12.2

Source: Projections of Education Statistics to 1988-89, National Center for Education Statistics, P. 17

Table No. IV-2
Private High School Enrollments--by Affiliation
1965-66 and 1978-79

	1965-66		1978-79	
	Enrollment	%	Enrollment	%
Catholic	1,111,000	80.7	856,700	80.1
Other Church-Related	105,400	7.7	112,000	10.5
Not Church-Related	159,700	11.6	99,900	9.4
Private High Schools	1,376,100	100.0	1,068,600	100.0

Source: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, NCES
Private Schools in American Education, 1981, NCES, p. 52

Catholic High School Estimates

The following national estimates are based upon the (160) sample Catholic high schools. When the information was requested, no attempt was made to distinguish expenses by functional classifications such as administration, instruction, maintenance, etc. However, some grouping of the various compensations was requested, i.e., lay professional salaries, religious salaries, all other salaries, and total fringe benefit expense. This detailed expense data will be analyzed later. Only the "Total Operating Expense" figure is used for national estimates.

Estimated National Operating Expenses

Total funds spent for operating expense in 1980-81 were about $1.127 billion, or $161 million more than in 1978-79. The following is an overview of recent years:

With Contr. Services	1976-77	1978-79	1980-81
Operating Revenue	$923 Million	$1,040 Million	$1,236 Million
Operating Expenses	$856 Million	$ 966 Million	$1,127 Million
Available for Capital Expenses	$ 67 Million	$ 74 Million	$ 109 Million
Enrollment	882,000	853,000	837,000
Per Pupil Cost	$963	$1,132	$1,347
Per Pupil Tuition and Fees	$671	$ 803	$ 970

These totals may be appropriately related to enrollment. However, when dollar totals are being compared, it should be remembered that about 25 schools currently close or consolidate each year.

Without Contributed Services

Some readers may prefer not to include the value of the services contributed by religious community members and clergymen. Eliminating these valuations, the national estimates would be:

Without Contr. Services	1976-77	1978-79	1980-81
Operating Revenue	$777 Million	$908 Million	$1,105 Million
Operating Expense	$710 Million	$834 Million	$ 996 Million
Per Pupil Cost	$805	$978	$1,190

As the totals indicate, the value of these services nationally was about $146 million in 1976-77, $132 million in 1978-79, and $131 million in 1980-81.

Table No. IV-3
Per Pupil Costs - By Type of School
1970-71 through 1980-81

	With Contributed Services			Without Contributed Services		
	Private	Diocesan	Parish	Private	Diocesan	Parish
1970-71	$ ---	$ ---	$ ---	$ 590	$ 490	$ 490
1971-72	---	---	---	---	---	---
1972-73	---	---	---	639	576	576
1973-74	---	---	---	693	616	616
1974-75	---	---	---	---	---	---
1975-76	986	845	839	808	733	709
1976-77	1,044	910	902	862	796	766
1977-78	1,147	989	979	963	877	844
1978-79	1,224	1,078	1,052	1,047	965	897
1980-81	1,420	1,293	1,293	1,257	1,172	1,154

Per Pupil Costs

National estimates are helpful, but more sophisticated analysis is needed. Several major factors affect "operating expense," e.g., the professional salary scale, fringe benefits, academic programs, the pupil/staff ratio, and the enrollment level. Major savings can sometimes be achieved through "tightening up" policies regarding instructional, administrative and maintenance purchases, but the focus will usually be upon people and programs when the financial situation is serious.

Per pupil costs are often used as a measure of efficiency or as a point of comparison. Including contributed services, 1980-81 private school per pupil costs increased from $1,224 to $1,420. Diocesan and parish per pupil costs were both $1,293 in 1980-81. All three costs increased about $200 per pupil in the two years. As a quick measure, these costs are often helpful. However, it must be remembered that the computation reflects several key variables, especially the number of staff members, the salary scale, and the enrollment. A school may deliberately choose a higher than necessary PP cost by offering many courses or by limiting enrollment.

The National Education Association estimates per pupil costs in public schools. The following table may be helpful:

	Public Elem/Sec		Catholic High Schools	
	PP Cost	Increase	PP Cost	Increase
1975-76	$1,370	14.2%	$ 900	--
1976-77	$1,502	9.6%	$ 963	7.0%
1977-78	$1,670	11.2%	$1,053	9.4%
1978-79	$1,844	10.4%	$1,132	7.5%
1979-80	$2,058	11.6%	--	--
1980-81	$2,288	11.2%	$1,347	19.0% (2 yrs

The public school per pupil costs combine elementary and secondary schools, complicating comparisons with the private sector. However, Catholic school per pupil costs are considerably less than those of public schools and are increasing at a slower rate.

Revenue Descriptions

Tuition and fees generally reflects the aggregate collected in a particular year, after discounts and financial aid. Contributed services is the difference between the actual wages paid to religious (including personal expenses paid on their behalf) and the salaries paid lay personnel in identical employment at the school. It reflects a religious donation and the income needed as lay staff replace religious. Subsidies are funds from the diocese and from the parish, although religious communities add cash in a few cases. Examples of fund raising are raffles, festivals, bingo, dances, donations, alumni gifts, mom/dad's club activities. "Other income" is a catch-all category which includes interest on investments, rent, athletic receipts, federal lunch money and other miscellaneous items which vary greating from school to school.

Estimates of National Operating Revenues

Catholic high school supporters nationally raised about $1.2 billion in 1980-81 (Table IV-4). Most of this (67.5%) came from tuition and fee charges. The value of the services contributed by members of religious communities or clergymen, and parish and diocesan subsidies, were each a little over 10%. Fund raising comprised 6.6% of the national revenue.

Total 1980-81 national operating revenue increased by 195 million over 1978-79 (18.8%). Comparisons by revenue source are:

	1976-77	1978-79	1980-81
Tuition and Fees	64.1%	67.6%	67.5%
Contributed Services	15.8	12.3	10.4
Subsidies	9.8	9.0	10.3
Fund Raising	5.3	6.0	6.6
Other Income	5.0	5.1	5.2
Total	100.0	100.0	100.0

Operating revenue is coming more from tuition and fund raising, and less from contributed services. The percentage subsidized by parishes and dioceses has fluctuated in recent years.

Revenue Patterns

Each type of school has a distinctive revenue pattern (Table IV-5). Private schools receive 74% from tuition and fees, and are the most effective at fund raising (7.5%). Parish high schools received 24.4% of their operating revenue via parish subsidy, and about 54% from tuition. Diocesan schools are between private and parochial in regard to tuition percentages and subsidies. In general, parish schools hold tuition down and rely heavily upon subsidies; diocesan schools charge more than parish tuition, but are also subsidized on a diocesan-wide basis; and private schools operated by religious communities receive little parish or diocesan support. Table IV-6 expresses the 1980-81 revenue patterns in per pupil revenue figures.

Table No. IV-4
Secondary School Revenue - By Sources
1975-76 through 1980-81

	Millions of Dollars				
	1975-76	1976-77	1977-78	1978-79	1980-81
Tuition and Fees	545.0	592.1	633.0	684.8	811.6
Contributed Services	140.6	146.1	140.7	131.9	131.5
Subsidies	88.3	90.9	98.9	105.0	144.0
Fund Raising	42.8	49.1	58.8	64.8	84.0
Other Income	43.1	45.5	49.1	54.2	65.0
Operating Revenue	$859.8	$923.7	$980.5	$1,040.7	$1,236.1

Table No. IV-5
Percentage of Revenue Sources - By School Type
1980-81

	Private	Diocesan	Parochial	All Schools
Tuition and Fees	74.0%	67.6%	53.7%	67.5%
Contributed Services	10.9	9.4	10.8	10.4
Subsidies	.9	14.2	24.4	10.3
Fund Raising	7.5	5.6	6.2	6.6
Other Income	6.7	3.2	4.9	5.2
Operating Revenue	100.0	100.0	100.0	100.0

Table No. IV-6
Per Pupil Revenue - By School Type
1980-81

	Private	Diocesan	Parochial	All Schools
Tuition and Fees	$1,096	$ 874	$ 694	$ 929
Contributed Services	161	122	140	143
Subsidies	13	184	315	142
Fund Raising	111	72	80	91
Other Income	100	41	64	71
Per Pupil Revenue	$1,481	$1,293	$1,293	$1,376

Table IV-7
Per Pupil Costs - By Enrollment Size
1978-79 and 1980-81

Sample Schools	Enrollment	Per Pupil Cost 1978-79	1980-81
(26)	Under 300	$1,204	$1,471
(39)	300-500	$1,144	$1,343
(39)	500-750	$1,152	$1,328
(28)	750-1,000	$1,205	$1,456
(28)	Over 1000	$1,060	$1,274

Enrollment Levels

One of the most frequently asked questions is: What size should a school be to be efficient? To this end, the sample schools are divided into five enrollment categories and per pupil costs are computed for the different school sizes. The valuation for contributed services is included. A national per pupil cost for all schools was previously estimated at $1,347 in 1980-81.

As indicated by Table IV-7, the per pupil costs in the "under 300" school size were higher than the "over 1,000" catergory in both 1978-79 ($1,204 to $1,060) and in 1980-81 ($1,471 to $1,274). Except for the "750-1000" school size, the 1980-81 per pupil costs declined from smaller to larger schools. In general, larger schools seem to have a per pupil cost advantage, but the exceptions warn that further analysis is needed. Since no one factor determines the per pupil cost calculation, value judgments should be made cautiously.

Enrollment is both a revenue and an expense factor. Once the professional staff is under contract and the school is ready, the number of pupils paying tuition is a revenue factor. In this regard, per pupil cost calculations affected by enrollment fluctuations can be misleading. On the other hand, enrollment is realistically an expense factor since professional staffs must fluctuate with significant variations in the number of pupils.

In relation to per pupil costs, about 40% of a school's operating expenses are "fixed", e.g., salaries for administration and maintenance, most administrative and maintenance purchases, utilities, insurance, library, guidance expenses, etc. This expense base is necessary aside from the variation in the number of pupils sharing it, and larger schools are capable of distributing it over more students.

Table No. IV-8
Analysis of Operating Expenses - By Percentages
1980-81

	Private	Diocesan	Parochial	All Schools
Salaries-Prof. Lay Staff	39.8%	44.1%	46.4%	42.7%
Salaries-Prof. Relig. Staff	9.9	7.0	6.5	8.2
Contributed Services-Religious	11.4	9.4	10.8	10.6
Salaries-Support Staff	8.3	9.2	8.1	8.5
Fringe Benefits	6.5	8.8	7.5	7.5
All Other Expenses	24.1	21.5	20.7	22.5
Total Operating Expenses	100.0	100.0	100.0	100.0

Analysis of Operating Expenses

Operating costs have been broken into the above categories. No attempt was made to classify expenses as "instructional", "administrative", "maintenance", etc. Definitions are sometimes arbitrary and the results might not warrant the effort requested. It is also clear that almost 80% of all funds expended are for salaries and fringe benefits. All of the remaining operating expenses, e.g., instructional supplies and equipment, maintenance supplies and repairs, administrative expenses, library purchases, utilities, insurance, losses on cafeteria or athletics, etc. comprise about 22.5% of the national expense budget.

Each school type spends about 8% for salaries of the supporting staff, e.g., administrative and clerical staff, business office assistants, secretaries, maintenance technicians and workers. In regard to professional staff members, there are some variations among the school types. Combining the compensations actually paid with the services contributed by religious, the following percentages reflect the share of total expenses needed for professional staff salaries:

	Professional Staff		
	Lay	Religious	Total
Private	39.8%	21.3%	61.1
Diocesan	44.1	16.4	60.5
Parish	46.4	17.3	63.7

Private schools rely more heavily upon members of religious communities, whereas about half of the funds expended by diocesan and parish schools are for lay staff compensation, when fringe benefits are included.

These percentages illustrate that serious financial problems usually involved adjustments of people or salaries, but no disrespect is intended "all other operating expenses" or capital improvements. A dollar not spent in any account is a one dollar advantage. Perhaps the most powerful stimulus to keep improving the annual "operating picture" is that changes have an annuity effect. If you can identify and change something worth $1,000 this year, then you have probably accumulated $5,000 over the next five years. Improving the operating picture is both an art and a science, and its rewards are repetitive and long-lasting.

Table No. IV-9
Pupils Per Professional Staff Member
1978-79 and 1980-81

Enrollment	Private		Diocesan		Parish	
	1978-79	1980-81	1978-79	1980-81	1979-80	1980-81
0-300	11.8	11.3	13.5	13.2	14.2	15.1
300-500	13.8	14.2	16.4	16.1	15.6	14.8
500-750	16.2	17.1	17.4	16.8	17.2	17.3
750-1000	16.0	16.6	17.6	17.7	17.5	16.3
Over 1000	19.7	18.6	18.7	18.6	19.3	19.7

Pupil/Staff Ratios

Probably the most avoided aspect of financial management is the relationship between pupil/staff ratios and financial stability. Involved are the size of classes, the courses offered, the administrative structure, varying or lightened teaching loads, and many personal attitudes. In short, it is the professional staff and how efficiently it is used. For our purposes, all professional staff members are included, i.e., classroom teachers, principals, librarians, guidance counselors, business managers, disciplinarians, etc. The non-teaching professional staff is a significant sector, sometimes encompassing 5-10 staff members, and its salaries are usually based upon the current teacher scale.

As Table IV-9 shows, the number of pupils per each professional staff member increases as the size of the school increases. The trend is remarkably true, occurring with only minor exceptions. In addition to the problem of providing specialists for relatively few students, e.g., librarian, guidance counselors, academic programmers, disciplinarian, the offering of a variety of courses in a smaller school tends to produce small classes.

On the basis of our sample schools, the following averages indicate that an effort has been made to stablize these ratios in recent years:

	1976-77	1977-78	1978-79	1980-81
Private	16.7	16.4	16.5	16.6
Diocesan	17.9	17.5	17.5	17.2
Parish	17.6	17.0	17.2	17.1
All Schools	17.3	16.9	17.0	17.0

Private schools have a slightly lower (16.6 pupils per professional staff member) ratio than diocesan and parish high schools, which now have approximately the same ratio.

It is debatable, of course, what a school's pupil/staff ratio should be. Many values are obviously involved in the composition of the school's professional staff. Experience indicates that few efforts are as disliked as tightening up class sizes or course offerings from the financial standpoint, especially since school policies and requirements are usually affected. In this age, however, not managing these issues can be extremely expensive.

Ten Financial "Commandment" Areas

Various forces are bringing about today's financial problems in Catholic high schools. While the following are not intended to constitute an exhaustive list, it is essential that your school command and manage these areas. Two of these factors are in the nature of preliminary conditions, while the others directly affect either revenue or expenditures.

As for preliminary situations, there may be a lack of administrative or managerial ability, and there may be a lack of a good accounting system. Without going into the question of what makes a good executive, many schools do not properly select and prepare their administrators, nor is there training for board or council members. Yet there is frequently a turn-over of leadership personnel. Even an individual of great natural administrative talent usually needs a year or two of exposure to the management task in order to be effective. As for system, a lack of good accounting procedures results in inefficient production, little or no information, bad debts, time delays, chaos in times of serious crises, and numerous other negative conditions.

In regard to revenue, all aspects of tuition are important, e.g., what is charged, how well collected, what discounts or scholarships are allowed. The philosophy behind the parish or diocesan subsidy affects the entire revenue picture and must be carefully determined with the appropriate authorities in order to know what amount or percentage can be expected now and in the immediate years ahead. The number of religious community members at the school and the evaluation of their contributed services can significantly affect a school's financial position. Finally, the increase of income from fund raising reflects the success many schools have had in asking parents and friends to concentrate upon their school for many programs and activities. On the whole, whenever the revenue "package" is not feasible, not put together realistically, the school is headed for financial problems.

As for expenditures, the most important factor is obviously the professional staff payroll. Consequently, changes in enrollment and the relationship to staff (pupil/staff ratio) must be faced and controlled, even at the cost of fewer courses and a reduced curriculum. A lack of sound budgeting will often mean that major items are not planned simultaneously, e.g., tuition and salaries, or that no spending controls exist. Even with good information and budgets, managerial analysis is often needed in order to understand and improve costly situations, e.g., why are auxiliary services losing money, should athletic policies be changed, what can be done about utility and maintenance costs, printing costs, etc. Finally, and this seems to apply to about one-third of Catholic high schools, the debt structure may call for consolidation or revision.

While sound financial management must today be extremely sensitive to these areas, it should not be overlooked that there is also a creative dimension to each situation. What is acceptable and effective at one school may not be at another. Each school offers its individual potential for producing revenue or controlling expenses.

Financial Management

There is little doubt that Catholic schools, and for that matter the entire education industry, need better fiscal management. Most religious community members and clergymen have had very little exposure or training in this field. Yet, since high schools are now large financial enterprises, principals, religious superiors, and board members regularly make significant monetary decisions. Some administrators are financially experienced and well informed, other seek the best available advice and sort it out, and some charge into the unknown. It is probably a safe statement to say that Catholic schools today cover the entire managerial spectrum, from confusion to control.

What is it?

There are two basic aspects to sound financial management, the technical accounting "system" and the "management" dimension that interprets, judges, and relates this information to policies. The "system" may or may not be elaborate. Computers, accounting machines, manual systems are merely techniques used to perform necessary functions and to capture information. Totally manual systems can, in certain circumstances, outperform computers. At the same time, depending upon volume, objectives and personnel, machines and computer systems can facilitate remarkable analysis and planning. Any technique which is effective and efficient is satisfactory.

The technique selected must be oriented towards analysis and policy-making. This orientation is what enables decision-makers to play their crucial role. Without such a system, analysis is usually too hard, too time-consuming, too imprecise, too disruptive to the regular routine. Once your financial operation is recorded in such a way as to be understood, every item of revenue and expense can be evaluated with the realistic potential of being changed. Every dollar figure in a financial statement is a reflection of a human activity. Most of the time, another policy or approach is possible. Administrators and board members must be open to evaluating and justifying what has always been done.

Concentrating Upon the "Operating Picture"

It is fundamental to concentrate upon operating revenues and expenses. This means that management looks upon present or improved operations for long-range survival. Some educators still retain notions that everything will eventually work out, that if a real showdown came the school would eventually be bailed out by the religious community, diocese or parish, that a large scale fund drive is always a last resort, that the accumulated reserves can cover any current problems. These are all ways of trying to avoid the arduous task of financial management.

Budgeting and Planning

The word "budget" is used in various ways. It could mean the limit placed upon a department's expenses this year, in which case expenses should be recorded monthly and the limit should be enforceable. If limits cannot be enforced, then "budget" means a guide-line, a limit unless there is reason to adjust it. Sometimes "budget" means the present estimate of next year's financial operation, and it is subject to refinement and precisions until shortly after school is opened (e.g., final enrollment, last minute staff changes, etc.). "Budget" is sometimes a long-range estimate, in which case it is a forecast, a projection. All of these meanings reflect necessary and intelligent administrative functions. There is no point here in trying to argue for a particular definition.

What is important, however, is that these budgeting and planning functions are present, and that they are tuned into your school's time-table. For example, tuition charges are the most significant financial consideration in the mind of the parent, and salaries are far and away the major share of the school's expense. Since tuition for the following year must be usually set in the Fall, it is pivotal that salary scales be set at the same time. To think that you can raise salaries to a particular level without positing where the needed revenue will come from next year is to court the possibility of a major loss. Budgeting and planning do not happen in the abstract. Policies must be carefully matched with a time-table and with the life of a particular school.

Long-range and short-range planning are common terms today. The question is how many years are short and long. Since the immediate years are so important, it is advisable to define "short" as up-dating figures for the current year and extending them almost simultaneously into next year's budget. As the current year progresses, you make decisions affecting next year. In this context, "short" is this year and next year.

Forecasts and projections are types of longer range planning. It is not necessary to extend each line item, as you do in budget preparation. The emphasis is upon the major items in your operating picture, e.g., tuition revenue, salaries and fringe benefits. Since the details of the future are impossible to predict, percentage estimates for expense categories are acceptable and will often prove remarkably reliable. As for the extent of time to be estimated, many advisors, including ourselves, recommend that five years, constantly updated, is a reasonable period. Given the uncertainties of today, further estimates are highly speculative.

Forecasts and projections are calculated and then automatically revised. They must be up-dated periodically, or whenever a major factor changes. Once again, financial projections are merely reflections of human choices and activities. Goals and objectives, therefore financial projections, change and adjust as circumstances dictate.

Development and Fundraising Programs

The interest in development and fund-raising programs continues. Taken in the proper perspective, development programs are integral partners of a healthy revenue picture. However, they should not be viewed as quick or total solutions to financial problems.

Professionals make a distinction between development efforts and fund raising. "Development" stems from basic concepts of strong public relations, clear goals and objectives, long range and continued support, substantial investments, and the commitment of top level management. Its programs are concerned with annuities, estates, life insurance, grants from business and foundations, scholarships, endowments, market research foundations, major affluential prospects, and similar involvements. Its results are more long range, permanent, continuing, and of extensive public relations value.

"Fund raising" stems from short-range objectives, sometimes even a crisis orientation. Its programs are usually bingo, raffles, festivals, dinners, parents' activities, etc. The results are temporary, do not educate the public regarding the school and its goals, and are not necessarily promoted on a continuing basis. Such are the distinctions drawn by some development professionals.

In this context, care should be taken to respect fund-raising efforts. A desirable development program should promote an acceptance of the revenue items which are annually raising funds for your school (tuition, raffles, Moms' Clubs, Dads' Clubs, donations, scholarships, athletics, band, etc.) The point is not to play down a development program, but to keep such a program from interfering with a strong "operating picture" approach. An overemphasized "development drive" can sap the energy from annual fund-raising events, only to find that the big drive funds are exhausted and another development drive is needed. Many Catholic high schools have fundamental management problems, one of which is that little or no revenue is being raised from fund-raising activites which do assist other schools.

Perhaps the best approach is to employ "fund-raising" activities as an increment in your annual revenue picture, while simultaneously designing and implementing a longer range "development" plan. This plan could be based upon programs carefully selected not to conflict with the fund-raising activities. Fund-raising efforts usually produce quicker results than development programs, which need time for promulgation, endorsement, and acceptance.

Some feel that the fund-raising efforts merely bother the parents and tire the staff. Others are convinced that parents would be socializing somewhere, if not at the school, and that the efforts strengthen general interest and support. Whatever the particular circumstances, any financial assistance which can be given to tuition and subsidies is usually appreciated today.

A Shared-Revenue Package

As financial pressures continue, it remains pivotal to develop a revenue "package" that does not place a burden that cannot be carried upon any particular supporter of Catholic secondary education. Catholic schools have traditionally been a responsibility of the entire Catholic community. The local community or the parents involved have carried the major share, of course, but participation has been common. Sometimes, this participation has been in the form of parish or diocesan subsidies. Other times it has been in the form of donations or fund raising support. The value of the services contributed by religious communities is now recognized as the significant factor it has always been.

Parish and diocesan high schools, in most parts of the country, depend upon a diocesan or parish subsidy in their revenue budget. In recent years, many parishes and dioceses have found it necessary to control and plan this subsidy more carefully, especially when it became too large. Several dioceses are now including private high schools operated by religious communities in their school subsidy program. Many more are studying the possibility of doing this, since the tuition burden falling upon private school parents is beginning to overwhelm them. Also, the relationship to parish or diocesan finances is becoming clearer, i.e., Catholic financial support in a particular area will eventually choose certain priorities and the diocese as a whole will be affected.

In short, if Catholic schools are to successfully concentrate upon each year's operating picture, a feasible revenue "package" must be determined. Such a package probably places the heaviest burden upon those receiving the most direct benefits, but it should reflect participation sufficient to guarantee continuance for the present and the future. Schools will vary, but some combination of salary level, tuition, number of religious, subsidy, fund raising, etc., must be implemented on a basis which promises long-range success.

Some financial managers prefer to establish an expected amount of revenue and then limit expenses to that amount. Others say that this approach stunts creativity and that reasonable expenses should be planned for which revenue must be raised. What happens is usually a compromise. Whatever the philosophy, the revenue side of the operating picture should be shared and balanced in such a way as to maintain the health of each component.

APPENDIX

Financial Averages of Catholic High Schools . . . financial averages or "models" of various types of Catholic high schools, by enrollment size . . . the operating revenues and expenses are shown first with the value of Contributed Services included, then excluding this value of the services contributed by religious and clergymen.

Secondary School Financial Study Questionnaire . . . the instrument used to gather the financial data related to Catholic high schools for 1980-81 . . . the financial information for previous years was gathered with the use of a similar questionnaire.

NCEA Diocesan Summary for 1981-82 . . . the instrument used to gather data on schools, enrollment, faculty and elementary school finances . . . since 1969-70, all diocesan school offices have reported this type of data annually to NCEA.

Financial Averages of Catholic High Schools

The computation of financial averages for the (5) enrollment sizes used is intended to assist you by providing some sort of guide or measuring-stick for the operation of your own school. We recommend that you compare your financial reports with these figures. Naturally, you may have to rearrange some figures and group others.

Operating Revenue

The operating revenues are distinguished by private, diocesan and parish schools, using the categories of tuition & fees, contributed services, fund raising, subsidies (from parish, diocese, or religious community), and all other income. The figures presented are the averages of the schools of that type and size in our high school sample.

Operating Expenses

The basic distinction of expenses is between personnel compensation and other expense. Salaries and wages, together with the related fringe benefits, account for 75-80% of most high school expenses. These are the expense averages of the same schools used for revenue purposes, so the operating dynamics of several existent schools is reflected in the average.

Operating Gain

Private schools sponsored by a religious community are responsible for their finances and generally need sufficient operating gain to meet capital improvement and debt retirement obligations . . . when gains or losses were reported, we averaged them.

Diocesan and parish schools usually balance out their operating picture with a subsidy amount sufficient to meet expenses, and meet capital improvement or debt obligations in a manner not necessarily related to the operating picture . . . we adjusted the subsidy so that all expenses were met, but no gain or loss was present.

Miscellaneous Information

These are quick and common reflections of enrollment, professional staff, tuition & fees, and salaries. When the average lay salary exceeds the total of the religious salary and contributed services, it is generally true that the school's administration (with higher salaries) is in the hands of lay professional staff. The difference between computations with and without contributed services is apparent here.

The professional staff is stated in full-time equivalents. Your attention is drawn to the ratio of pupils to professional staff member.

By Percentages

The various categories are shown as percentages of total revenue or total expense. This facilitates understanding of the school types, and adjusts for the slight enrollment differences.

Financial Averages of Catholic High Schools
School Enrollment . . . Under 300
Including Contributed Services
1980-81

Revenues	Private (7)	Diocesan (10)	Parish (9)
Tuition & Fees	$188,900	$159,900	$135,400
Contributed Services	58,100	45,200	33,600
Parish/Diocesan Subsidies	4,800	91,100	149,600
Fund Raising	18,000	27,200	10,200
Other Income	23,300	25,700	15,000
Operating Revenue	$293,100	$349,100	$343,800
Expenses			
Professional Sal-Lay	$109,600	$137,500	$158,700
Professional Sal-Relig	41,000	25,000	20,200
Contributed Services	58,100	45,200	33,600
Other Salaries	13,400	35,400	24,900
Fringe Benefits	19,400	34,600	19,200
All Other Expenses	49,100	71,400	87,200
Operating Expenses	$290,600	$349,100	$343,800
Operating Gain	$ 2,500	$ --	$ --
Miscellaneous Information			
Enrollment	227	214	237
Per Pupil Cost	$ 1,280	$ 1,631	$ 1,451
Per Pupil Tuition/Fees	$ 832	$ 747	$ 571
Professional Staff:	20.1	16.0	15.8
Lay	11.9	11.5	11.6
Religious	8.2	4.5	4.2
Pupils/Staff	11.3	13.4	15.0
Average Relig. Salary	$ 5,000	$ 5,600	$ 4,800
Average Contr. Serv.	$ 7,100	$ 10,000	$ 8,000
Average Lay Salary	$ 9,200	$ 12,000	$ 13,700
By Percentages			
Tuition & Fees	64.4%	45.8%	39.4%
Contributed Services	19.8	13.0	9.8
Subsidies	1.6	26.1	43.5
Fund Raising	6.1	7.8	2.9
Other Income	8.1	7.3	4.4
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	37.7%	39.4%	46.1%
Professional Staff-Relig.	14.1	7.2	5.9
Contributed Services	20.0	13.0	9.8
Other Salaries	4.6	10.1	7.2
Fringe Benefits	6.7	9.9	5.6
All Other Expenses	16.9	20.4	25.4
Total Expenses	100.0%	100.0%	100.0%

Financial Averages of Catholic High Schools
School Enrollment . . . Under 300
Without Contributed Services
1980-81

Revenues	Private (7)	Diocesan (10)	Parish (9)
Tuition & Fees	$188,900	$159,900	$135,400
Contributed Services	-	-	-
Parish/Diocesan Subsidies	4,800	91,100	149,600
Fund Raising	18,000	27,200	10,200
Other Income	23,300	25,700	15,000
Operating Revenue	$235,000	$303,900	$310,200
Expenses			
Professional Sal-Lay	$109,600	$137,500	$158,700
Professional Sal-Relig	41,000	25,000	20,200
Contributed Services	-	-	-
Other Salaries	13,400	35,400	24,900
Fringe Benefits	19,400	34,600	19,200
All Other Expenses	49,100	71,400	87,200
Operating Expenses	$232,500	$303,900	$310,200
Operating Gain	$ 2,500	$ --	$ --
Miscellaneous Information			
Enrollment	227	214	237
Per Pupil Cost	$ 1,024	$ 1,420	$ 1,309
Per Pupil Tuition/Fees	$ 832	$ 747	$ 571
Professional Staff:	20.1	16.0	15.8
Lay	11.9	11.5	11.6
Religious	8.2	4.5	4.2
Pupils/Staff	11.3	13.4	15.0
Average Relig. Salary	$ 5,000	$ 5,600	$ 4,800
Average Contr. Serv.	$ -	$ -	$ -
Average Lay Salary	$ 9,200	$ 12,000	$ 13,700
By Percentages			
Tuition & Fees	80.3%	52.6%	43.7%
Contributed Services	-	-	-
Subsidies	2.1	30.0	48.2
Fund Raising	7.7	8.9	3.3
Other Income	9.9	8.5	4.8
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	47.1%	45.3%	51.2%
Professional Staff-Relig.	17.6	8.2	6.5
Contributed Services	-	-	-
Other Salaries	5.8	11.6	8.0
Fringe Benefits	8.4	11.4	6.2
All Other Expenses	21.1	23.5	28.3
Total Expenses	100.0%	100.0%	100.0%

Financial Averages of Catholic High Schools
School Enrollment . . 300-500
Including Contributed Services
1980-81

Revenues	Private (15)	Diocesan (13)	Parish (11)
Tuition & Fees	$427,000	$356,800	$225,900
Contributed Services	80,800	60,200	63,900
Parish/Diocesan Subsidies	4,900	85,300	195,800
Fund Raising	41,900	43,100	62,200
Other Income	37,700	11,600	27,400
Operating Revenue	$592,300	$557,000	$575,200
Expenses			
Professional Sal-Lay	$214,200	$232,000	$264,500
Professional Sal-Relig	59,700	43,100	32,300
Contributed Services	80,800	60,200	63,900
Other Salaries	47,700	50,200	42,700
Fringe Benefits	33,300	47,500	36,200
All Other Expenses	139,300	124,000	135,600
Operating Expenses	$575,000	$557,000	$575,200
Operating Gain	$ 17,300	$ -	$ -
Miscellaneous Information			
Enrollment	$ 434	$ 428	$ 404
Per Pupil Cost	$ 1,325	$ 1,301	$ 1,424
Per Pupil Tuition/Fees	984	834	559
Professional Staff:	30.7	26.6	27.3
Lay	20.5	19.2	20.5
Religious	10.2	7.4	6.8
Pupils/Staff	14.1	16.1	14.8
Average Relig. Salary	$ 5,900	$ 5,800	$ 4,800
Average Contr. Serv.	$ 7,900	$ 8,100	$ 9,400
Average Lay Salary	$ 10,400	$ 12,100	$ 12,900
By Percentages			
Tuition & Fees	72.1%	64.1%	39.3%
Contributed Services	13.6	10.8	11.1
Subsidies	.8	15.3	34.0
Fund Raising	7.1	7.7	10.8
Other Income	6.4	2.1	4.8
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	37.3%	41.6%	46.0%
Professional Staff-Relig.	10.4	7.8	5.6
Contributed Services	14.0	10.8	11.1
Other Salaries	8.3	9.0	7.4
Fringe Benefits	5.8	8.5	6.3
All Other Expenses	24.2	22.3	23.6
Total Expenses	100.0%	100.0%	100.0%

Financial Averages of Catholic High Schools
School Enrollment . . 300-500
Without Contributed Services
1980-81

Revenues	Private (15)	Diocesan (13)	Parish (11)
Tuition & Fees	$427,000	$356,800	$225,900
Contributed Services	-	-	-
Parish/Diocesan Subsidies	4,900	85,300	195,800
Fund Raising	41,900	43,100	62,200
Other Income	37,700	11,600	27,400
Operating Revenue	$511,500	$496,800	$511,300
Expenses			
Professional Sal-Lay	$214,200	$232,000	$264,500
Professional Sal-Relig	59,700	43,100	32,300
Contributed Services	-	-	-
Other Salaries	47,700	50,200	42,700
Fringe Benefits	33,300	47,500	36,200
All Other Expenses	139,300	124,000	135,600
Operating Expenses	$494,200	$496,800	$511,300
Operating Gain	$ 17,300	$ -	$ -
Miscellaneous Information			
Enrollment	434	428	404
Per Pupil Cost	$ 1,139	$ 1,161	$ 1,266
Per Pupil Tuition/Fees	$ 984	$ 834	$ 559
Professional Staff:	30.7	26.6	27.3
Lay	20.5	19.2	20.5
Religious	10.2	7.4	6.8
Pupils/Staff	14.1	16.1	14.8
Average Relig. Salary	$ 5,900	$ 5,800	$ 4,800
Average Contr. Serv.	$ -	$ -	$ -
Average Lay Salary	$ 10,400	$ 12,100	$ 12,900
By Percentages			
Tuition & Fees	83.5%	71.8%	44.2%
Contributed Services	-	-	-
Subsidies	1.0	17.2	38.3
Fund Raising	8.2	8.7	12.2
Other Income	7.3	2.3	5.3
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	43.3%	46.7%	51.7%
Professional Staff-Relig.	12.1	8.7	6.3
Contributed Services	-	-	-
Other Salaries	9.7	10.1	8.4
Fringe Benefits	6.7	9.5	7.1
All Other Expenses	28.2	25.0	26.5
Total Expenses	100.0%	100.0%	100.0%

Financial Averages of Catholic High Schools
School Enrollment . . 500-750
Including Contributed Services
1980-81

Revenues	Private (14)	Diocesan (14)	Parish (11)
Tuition & Fees	$662,400	$517,400	$468,600
Contributed Services	96,600	79,400	60,000
Parish/Diocesan Subsidies	29,800	121,000	168,500
Fund Raising	101,700	47,800	62,600
Other Income	72,400	28,000	26,200
Operating Revenue	$962,900	$793,600	$785,900
Expenses			
Professional Sal-Lay	$376,400	$324,900	$361,700
Professional Sal-Relig	100,300	65,400	44,300
Contributed Services	96,600	79,400	60,000
Other Salaries	92,000	82,900	72,100
Fringe Benefits	61,900	61,900	77,300
All Other Expenses	207,800	179,100	170,500
Operating Expenses	$935,000	$793,600	$785,900
Operating Gain	$ 27,900	-	-
Miscellaneous Information			
Enrollment	656	616	629
Per Pupil Cost	$ 1,425	$ 1,288	$ 1,249
Per Pupil Tuition/Fees	$ 1,010	$ 840	$ 745
Professional Staff:	38.2	36.7	36.4
Lay	26.3	26.3	29.3
Religious	11.9	10.4	7.1
Pupils/Staff	17.2	16.8	17.3
Average Relig. Salary	$ 8,400	$ 6,300	$ 6,200
Average Contr. Serv.	$ 8,100	$ 7,600	$ 8,500
Average Lay Salary	$ 14,300	$ 12,400	$ 12,300
By Percentages			
Tuition & Fees	68.8%	65.2%	59.6%
Contributed Services	10.0	10.0	7.6
Subsidies	3.1	15.3	21.4
Fund Raising	10.6	6.0	8.0
Other Income	7.5	3.5	3.4
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	40.3%	40.9%	46.0%
Professional Staff-Relig.	10.7	8.3	5.6
Contributed Services	10.3	10.0	7.6
Other Salaries	9.9	10.5	9.2
Fringe Benefits	6.6	7.8	9.9
All Other Expenses	22.2	22.5	21.7
Total Expenses	100.0%	100.0%	100.0%

Financial Averages of Catholic High Schools
School Enrollment . . 500-750
Without Contributed Services
1980-81

Revenues	Private (14)	Diocesan (14)	Parish (11)
Tuition & Fees	$662,400	$517,400	$468,600
Contributed Services	-	-	-
Parish/Diocesan Subsidies	29,800	121,000	168,500
Fund Raising	101,700	47,800	62,600
Other Income	72,400	28,000	26,200
Operating Revenue	$866,300	$714,200	$725,900
Expenses			
Professional Sal-Lay	$376,400	$324,900	$361,700
Professional Sal-Relig	100,300	65,400	44,300
Contributed Services	-	-	-
Other Salaries	92,000	82,900	72,100
Fringe Benefits	61,900	61,900	77,300
All Other Expenses	207,800	179,100	170,500
Operating Expenses	$838,400	$714,200	$725,900
Operating Gain	$ 27,900	-	-
Miscellaneous Information			
Enrollment	656	616	629
Per Pupil Cost	$ 1,278	$ 1,159	$ 1,154
Per Pupil Tuition/Fees	$ 1,010	$ 840	$ 745
Professional Staff:	38.2	36.7	36.4
Lay	26.3	26.3	29.3
Religious	11.9	10.4	7.1
Pupils/Staff	17.2	16.8	17.3
Average Relig. Salary	$ 8,400	$ 6,300	$ 6,200
Average Contr. Serv.	$ -	$ -	$ -
Average Lay Salary	$ 14,300	$ 12,400	$ 12,300
By Percentages			
Tuition & Fees	76.5%	72.4%	64.6%
Contributed Services	-	-	-
Subsidies	3.4	16.9	16.9
Fund Raising	11.7	6.7	8.6
Other Income	8.4	4.0	3.6
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	44.9%	45.5%	49.8%
Professional Staff-Relig.	12.0	9.1	6.1
Contributed Services	-	-	-
Other Salaries	11.0	11.6	9.9
Fringe Benefits	7.4	8.7	10.7
All Other Expenses	24.7	25.1	23.5
Total Expenses	100.0%	100.0%	100.0%

Financial Averages of Catholic High Schools
School Enrollment . . 750-1000
Including Contributed Services
1980-81

Revenues	Private (16)	Diocesan (8)	Parish (4)
Tuition & Fees	$1,092,900	$ 818,300	$ 687,000
Contributed Services	155,200	78,000	144,500
Parish/Diocesan Subsidies	4,200	162,500	113,200
Fund Raising	104,100	46,900	78,800
Other Income	124,600	29,300	43,500
Operating Revenue	$1,481,000	$1,135,000	$1,067,000
Expenses			
Professional Sal-Lay	$ 529,800	$ 529,300	$ 507,000
Professional Sal-Relig	130,000	57,300	69,000
Contributed Services	155,200	78,000	144,500
Other Salaries	108,400	96,600	71,800
Fringe Benefits	91,900	97,500	79,500
All Other Expenses	363,900	276,300	195,200
Operating Expenses	$1,379,200	$1,135,000	$1,067,000
Operating Gain	$ 101,800	$ -	$ -
Miscellaneous Information			
Enrollment	871	883	830
Per Pupil Cost	$ 1,583	$ 1,285	$ 1,286
Per Pupil Tuition/Fees	$ 1,255	$ 927	$ 828
Professional Staff:	52.6	49.9	51.0
Lay	35.5	39.9	38.6
Religious	17.1	10.0	12.4
Pupils/Staff	16.6	17.7	16.3
Average Relig. Salary	$ 7,600	$ 5,700	$ 5,600
Average Contr. Serv.	$ 9,100	$ 7,800	$ 11,600
Average Lay Salary	$ 14,900	$ 13,300	$ 13,100
By Percentages			
Tuition & Fees	73.8%	72.1%	64.4%
Contributed Services	10.5	6.9	13.5
Subsidies	.3	14.3	10.6
Fund Raising	7.0	4.1	7.4
Other Income	8.4	2.6	4.1
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	38.4%	46.6%	47.5%
Professional Staff-Relig.	9.4	5.1	6.5
Contributed Services	11.3	6.9	13.5
Other Salaries	7.9	8.5	6.7
Fringe Benefits	6.6	8.6	7.5
All Other Expenses	26.4	24.3	18.3
Total Expenses	100.0%	100.0%	100.0%

Financial Averages of Catholic High Schools
School Enrollment . . 750-1000
Without Contributed Services
1980-81

Revenues	Private (16)	Diocesan (8)	Parish (4)
Tuition & Fees	$1,092,900	$ 818,300	$ 687,000
Contributed Services	-	-	-
Parish/Diocesan Subsidies	4,200	162,500	113,200
Fund Raising	104,100	46,900	78,800
Other Income	124,600	29,300	43,500
Operating Revenue	$1,325,800	$1,057,000	$ 922,500
Expenses			
Professional Sal-Lay	$ 529,800	$ 529,300	$ 507,000
Professional Sal-Relig	130,000	57,300	69,000
Contributed Services	-	-	-
Other Salaries	108,400	96,600	71,800
Fringe Benefits	91,900	97,500	79,500
All Other Expenses	363,900	276,300	195,200
Operating Expenses	$1,224,000	$1,057,000	$ 922,500
Operating Gain	$ 101,800	$ -	$ -
Miscellaneous Information			
Enrollment	871	883	830
Per Pupil Cost	$ 1,405	$ 1,197	$ 1,111
Per Pupil Tuition/Fees	$ 1,255	$ 927	$ 828
Professional Staff:	52.6	49.9	51.0
Lay	35.5	39.9	38.6
Religious	17.1	10.0	12.4
Pupils/Staff	16.6	17.7	16.3
Average Relig. Salary	$ 7,600	$ 5,700	$ 5,600
Average Contr. Serv.	-	-	-
Average Lay Salary	$ 14,900	$ 13,300	$ 13,100
By Percentages			
Tuition & Fees	82.4%	77.4%	74.5%
Contributed Services	-	-	-
Subsidies	.3	15.4	12.3
Fund Raising	7.9	4.4	8.5
Other Income	9.4	2.8	4.7
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	43.3%	50.1%	55.0%
Professional Staff-Relig.	10.6	5.4	7.5
Contributed Services	-	-	-
Other Salaries	8.9	9.2	7.8
Fringe Benefits	7.5	9.2	8.6
All Other Expenses	29.7	26.1	21.1
Total Expenses	100.0%	100.0%	100.0%

Financial Averages of Catholic High Schools
School Enrollment . . over 1000
Including Contributed Services
1980-81

Revenues	Private (12)	Diocesan (11)	Parish (5)
Tuition & Fees	$1,432,900	$1,166,000	$1,203,200
Contributed Services	182,800	143,700	258,200
Parish/Diocesan Subsidies	5,200	174,100	437,400
Fund Raising	98,800	78,400	51,200
Other Income	78,100	46,700	144,600
Operating Revenue	$1,797,800	$1,608,900	$2,094,600
Expenses			
Professional Sal-Lay	$ 743,300	$ 742,600	$ 972,800
Professional Sal-Relig	165,300	107,500	166,800
Contributed Services	182,800	143,700	258,200
Other Salaries	141,000	137,200	175,400
Fringe Benefits	116,300	151,800	147,200
All Other Expenses	414,900	326,100	374,200
Operating Expenses	$1,763,600	$1,608,900	$2,094,600
Operating Gain	$ 34,200	$ -	$ -
Miscellaneous Information			
Enrollment	1,330	1,276	1,712
Per Pupil Cost	$ 1,326	$ 1,261	$ 1,223
Per Pupil Tuition/Fees	$ 1,077	$ 918	$ 703
Professional Staff:	71.4	68.7	86.9
Lay	52.7	52.1	61.2
Religious	18.7	16.6	25.7
Pupils/Staff	18.6	18.6	19.7
Average Relig. Salary	$ 8,800	$ 6,500	$ 6,500
Average Contr. Serv.	$ 9,800	$ 8,700	$ 10,000
Average Lay Salary	$ 14,100	$ 14,300	$ 15,900
By Percentages			
Tuition & Fees	79.7%	72.5%	57.4%
Contributed Services	10.2	8.9	12.3
Subsidies	.3	10.8	20.9
Fund Raising	5.5	4.9	2.5
Other Income	4.3	2.9	6.9
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	42.2%	46.2%	46.4%
Professional Staff-Relig.	9.4	6.7	8.0
Contributed Services	10.4	8.9	12.3
Other Salaries	8.0	8.5	8.4
Fringe Benefits	6.6	9.4	7.0
All Other Expenses	23.4	20.3	17.9
Total Expenses	100.0%	100.0%	100.0%

Financial Averages of Catholic High Schools
School Enrollment . . over 1000
Without Contributed Services
1980-81

Revenues	Private (12)	Diocesan (11)	Parish (5)
Tuition & Fees	$1,432,900	$1,166,000	$1,203,200
Contributed Services	-	-	-
Parish/Diocesan Subsidies	5,200	174,100	437,400
Fund Raising	98,800	78,400	51,200
Other Income	78,100	46,700	144,600
Operating Revenue	$1,615,000	$1,465,200	$1,836,400
Expenses			
Professional Sal-Lay	$ 743,300	$ 742,600	$ 972,800
Professional Sal-Relig	165,300	107,500	166,800
Contributed Services	-	-	-
Other Salaries	141,000	137,200	175,400
Fringe Benefits	116,300	151,800	147,200
All Other Expenses	414,900	326,100	374,200
Operating Expenses	$1,580,800	$1,465,200	$1,836,400
Operating Gain	$ 34,200	$ -	$ -
Miscellaneous Information			
Enrollment	1,330	1,276	1,712
Per Pupil Cost	$ 1,189	$ 1,148	$ 1,073
Per Pupil Tuition/Fees	$ 1,077	$ 914	$ 703
Professional Staff:	71.4	68.7	86.9
Lay	52.7	52.1	61.2
Religious	18.7	16.6	25.7
Pupils/Staff	18.6	18.6	19.7
Average Relig. Salary	$ 8,800	$ 6,500	$ 6,500
Average Contr. Serv.	$ -	$ -	$ -
Average Lay Salary	$ 14,100	$ 14,300	$ 15,900
By Percentages			
Tuition & Fees	88.7%	79.6%	65.5%
Contributed Services	-	-	-
Subsidies	.3	11.9	23.8
Fund Raising	6.1	5.3	2.8
Other Income	4.9	3.2	7.9
Total Revenue	100.0%	100.0%	100.0%
Professional Staff-Lay	47.0%	50.7%	53.0%
Professional Staff-Relig.	10.5	7.3	9.1
Contributed Services	-	-	-
Other Salaries	8.9	9.4	9.5
Fringe Benefits	7.4	10.4	8.0
All Other Expenses	26.2	22.2	20.4
Total Expenses	100.0%	100.0%	100.0%

Please Return
by September 26

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
Secondary School Finance Study
One Dupont Circle, Suite 350
Washington, D.C. 20036

Principal _____

School _____

Address _____

Location _____

Telephone _____ Diocese _____

Type of School? Parochial _____ Inter-Parochial _____ Diocesan _____ Private _____

Scheduling? Traditional Blocks ___ Modules ___ Other (Comment) _____

Location? Urban _____ Suburban _____ Rural _____

....See Reverse Side for Explanations, Descriptions....

	OMIT CENTS 1980-81
SOURCES OF INCOME:	
1. Tuition and Fees	
2. Contributed Services (State Income Unless Full Salaries Are Paid-See Reverse Side)	
3. Subsidy (Subsidized By _____)	
4. Fund-Raising (Donations, Festivals, Raffles, Mom/Dads' Clubs, Dances, etc.)	
5. Gain on Auxiliary Services (Excess of Income Over Expense-See Reverse Side)	
6. All (Any) Other Income (See Reverse Side)	
7. Total Operating Income	
OPERATING EXPENSES:	
8. Salaries - Lay Professional Staff	
9. Salaries - Religious Professional Staff	
10. Contributed Services (If Not Included On Line 9 Under "Religious Salaries")	
11. Other Salaries - (e.g., General Office, Maintenance, But Not "Auxiliary Services")	
12. All Fringe Benefits - FICA, Health Ins, Retirement, Unemployment, Worker's Comp.	
13. All Other Operating Expenses (Include Auxiliary Services Losses-See Reverse Side)	
14. Total Operating Expenses	
15. OPERATING GAIN (LOSS) ..... (LINE 7 MINUS LINE 14)	

NOTE: Do not include school debt retirement provisions, funds raised for capital improvements, or major capital expenditures in the above operating figures.

OTHER INFORMATION FOR THE 1980-81 SCHOOL YEAR (PLEASE ANSWER CAREFULLY):	
16. Opening Fall 1980 Enrollment	
17. Professional Staff (Full-Time Equivalent) - Lay	
18. Professional Staff (Full-Time Equivalent) - Religious	
19. Tuition & Basic Fee Charges (First Person in Family)	

Person Reporting _____ Title _____

DEFINITIONS AND EXPLANATIONS

TYPE OF SCHOOL?

URBAN--Within the city limits of a city with a population of 50,000 or more (major city).

SUBURBAN--An area outside the limits of a major city, but functionally bound to a major city.

RURAL--An area of less than 50,000 population, and not functionally bound to a major city.

SOURCES OF INCOME

2. CONTRIBUTED SERVICES: The difference between the actual wages paid to religious (including personal expenses paid on their behalf) and the salaries paid lay personnel in identical employment at your school. The value of these services contributed should be reflected as income, and included among expenses (either by charging total salary evaluations to the appropriate salary accounts or by adding one total amount).

Contributed Services should be computed as follows:

Valuation of Religious Personnel (at lay salary scale) . . . . . $_____

Less: Direct wages paid religious . . . . . _____

Less: Expenses paid on their behalf . . . . . _____

(Net) Contributed services valuation (Line 2) . . . . . $_____

3. SUBSIDY: Diocese? Parish? Religious Community?

4. FUND-RAISING: Raffles, Festivals, Bingo's, Dances, Donations, Mom/Dad's Club, etc.

5. AUXILIARY SERVICES: Incomes and expenses from auxiliary services should be netted, a net gain providing an additional source of revenue, while a net loss is an additional expense. Otherwise, gross revenue would be misleading, and total expense would distort educational expenses, per pupil costs, etc. The usual auxiliary services are cafeterias, bookstores, bussing, dormitories, summer camps. A net gain should be shown on Line 5. A net loss should be included on line 13 with "All Other Operating Expenses."

6. ALL OTHER INCOME: This is a catch-all category which often includes items such as rental income, interest on investments, federal lunch money, and athletic receipts. Any support of a fund-raising nature should be included on Line 4.

OPERATING EXPENSES

10. CONTRIBUTED SERVICES: As indicated, the appropriate cost of salaries for religious personnel can be booked either--by charging the salary accounts with total salary evaluations (included in Line 9), or by adding one total amount (Line 10) which is equal to the income shown on Line 2.

13. ALL OTHER OPERATING EXPENSES: All of the remaining operating expenses, e.g. books, instructional equipment, maintenance supplies and repairs, utilities, office supplies, insurance, etc. If there is a net loss on an auxiliary service (e.g. the book store), the loss should be included here.

OTHER INFORMATION

17. & 18. PROFESSIONAL STAFF: Classroom teachers, principals, librarian, guidance, business manager, etc. This will be used for staff/student ratios. Report full-time equivalents. Do not include supporting staff, e.g., office and maintenance personnel, cafeteria, bookstore, etc.

19. TUITION AND FEE CHARGES: The amount charged for tuition and usual fees at your school, before any discounts or allowances.

Please return by October 31 to NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
One Dupont Circle, Suite 350
Washington, DC 20036
(202) 293-5954

Diocesan Summary 1981-82

Diocese _____ Person Reporting _____

State _____ Area Code _____ Phone _____ Title _____

...Please refer to reverse side for definitions and explanations...

A. Schools 1981-82	Parochial	Inter-Par.	Diocesan	Private	Total
Elementary: Urban					
Suburban					
Rural					
TOTAL					
Secondary: Urban					
Suburban					
Rural					
TOTAL					

Include ALL schools, pupils and staff in diocese, whether or not they reported to you (estimates will suffice).

B. Enrollment:	Elementary 1981-82			Secondary 1981-82		
By Ethnic Group	Catholic	Non-Catholic	Total	Catholic	Non-Catholic	Total
American Indian						
Black American						
Oriental Amer.						
Hispanic						
All Others						
TOTAL						

NOTE: Even if you cannot complete all of the detailed information requested for schools and enrollment, please take great care in stating the TOTAL.

C. Full-Time Teachers, 1981-82	Elementary	Secondary
Sisters		
Male Religious		
Lay Teachers		

Do not include paraprofessionals, volunteers, or personnel supplied by the public sector.

D. 1981-82 Tuition & Basic Fee Charges	No. of Elem.	No. of Secondary Parish/ Inter-P	Dioc.	Pvt.
$0				
$1-50				
$51-99				
$100-199				
$200-299				
$300-399				
$400-499				
$500-599				
$600-799				
$800-999				
$1000 & over				
TOTAL SCHOOLS				

E. Per Pupil Operating Revenue and Expense	Elementary 1980-81 Actual	1981-82 Budget
Tuition and Fees		
Parish Subsidy		
Diocesan Subsidy		
Gifts & Fund-Raising		
Other		
PER PUPIL REVENUE		
PER PUPIL EXPENSE		

NOTE: If these elementary school PP figures are not calculated in your diocese, please estimate them. For secondary schools, NCEA will use the figures of the (200) national school sample.

65

DEFINITIONS AND EXPLANATIONS

A. SCHOOLS: Include ALL schools in your diocese, whether or not they have reported to you. Estimates will suffice for unreported schools. The classifications by location and type enable us to identify trends and concentrations. The location categories are:

(1) urban...within the limits of a city of at least 50,000 population (major city),

(2) suburban...outside the limits of a major city, but functionally bound to the major city, and usually tangent to that city or its suburbs,

(3) rural (or small town)...not within a city of 50,000 population and not functionally bound to a major city.

The school-type distinction refers to whether the school is financed and administered by a single parish (parochial), several parishes (inter-parochial), the diocese (diocesan), or is operated by a religious congregation (private).

B. ENROLLMENT: The information by ethnic group and the proportion of Catholics is very helpful. Estimates are appropriate if specific data is not gathered. Even if the data cannot be broken down by ethnicity and Catholicity, please be careful to report accurate totals by elementary and secondary schools.

C. FULL-TIME TEACHERS: Do not include paraprofessionals, non-professionals, volunteers of any kind, or personnel supplied by the public sector.

D. TUITION & BASIC FEE CHARGES: We continue to analyze schools according to the range of normal tuition and fee charges for the first pupil of a Catholic family in the parish. We realize that many variations exist, but ask here that you range each school's stated tuition and basic fee charge, prior to any scholarship or reduction allowances and exclusive of out-of-parish charges or other adjustments.

E. PER PUPIL OPERATING REVENUE AND EXPENSE: This is our most difficult question, but most dioceses seem to be able to answer it in recent years. It is extremely important for national uses, so please be careful that your answer, even an estimate, is as reliable as possible.

Please note that per pupil figures are requested, not aggregate dollars. A sample answer might be:

	1980-81 Actual	1981-82 Budgeted
Tuition & Fees	$ 290	$ 330
Parish Subsidy	360	410
Diocesan Subsidy	10	15
Gifts and Fund Raising	40	45
Other Income	25	25
PER PUPIL REVENUE	$ 725	$ 825
PER PUPIL EXPENSE	$ 700	$ 800

Per pupil revenue will presumably be greater than per pupil expense, although cash balances from one year to another could affect revenue subsidies. Per pupil expense should include only operating expenses, excluding capital expenditures and debt repayment. Student services (cafeteria, bookstore, etc.) should reflect only the net (not gross) revenue or expense.

Copies of this publication may be obtained by writing:

Publication Sales
National Catholic Educational Association
One Dupont Circle, Suite 350
Washington, D.C. 20036

Prepaid price of publication, including postage and mailing charges: $7.95

Orders of less than $25 must be prepaid. NCEA members may deduct 10% for any prepaid order.

Checks should be payable to:
National Catholic Educational Association

FINANCIAL CONSULTING SERVICES
(Basic Principles of Business Management and Planning)

Richard J. Burke
Diocesan School Office
125 Market Street
Hartford, Ct. 06103

Normal costs involved are a daily consulting fee, travel costs, and a per diem living allowance.